Carrigeen NS

www.carrigeenns.com

'Promoting full personal,moral and social development in caring Christian communities of learning and teaching.'

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Beliefs and Principles

The mission of Carrigeen National School is to enable each child to realise his/her potential as a unique individual. We also want every student to develop morally and socially through living and cooperating with others in a Christian environment the fullest possible development of every child as a whole person. To help achieve this ideal, Carrigeen National School provides a broad education in line with the curriculum guidelines for Primary Schools, including coherent and practical planning for the inclusion of children with special needs, allowing each child to reach the highest level of academic attainment consistent with his or her abilities or talents, so that the school community is enriched by the unique gifts and talents of all its students. Carrigeen NS recognises that the parents/guardians are the primary educators and that it is only through co-operation between them and the school that our ideal can be realised.

This mission statement is fully in keeping with the 1998 Education Act and EPSEN Act 2004.

Provision

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

- 2 full time SEN Teachers
- One part time SEN Teacher(5 hours per week)
- One part time EAL Teacher (5 hours per week)
- Four Special Needs Assistants

Rationale

- This policy document aims to outline the school's provision of additional educational support for students with S.E.N.
- It outlines the philosophy that underpins this provision.
- The policy is written in the context of the various pieces of legislation listed below.
- The policy is a working document and will be reviewed annually or as necessary.
- The policy is a reflection of our vision and our continuum of best practice in Carrigeen NS.

Chairperson, BOM- Mr. Eamon Delahunty
Principal-Sinead Murphy
Deputy Principal-Gemma Dowling



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, teachers 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.

Three Principles of Inclusion

1. 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. In order to do this, Carrigeen NS 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 pupils with SEN. 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 pupil's needs in context, and to use our resources to support this (for example, learning environment checklist, teacher checklist for whole-class structures and supports).

2. 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.

3. 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.

Consultation

This policy was formulated in consultation with the teaching staff and management of Carrigeen N.S., parents of students with Special Educational Needs (S.E.N.), the Board of Management (BOM), the National Educational Psychological Service (NEPS), and the Special Educational Needs Organiser (SENO).

Legal Framework

Carrigeen N.S. sets out to provide education for all its students, with reference to legislation regarding students with S.E.N. as listed below:

- The Education Act (1998)
- The Education Welfare Act (2000)
- The Equal Status Act (2000)
- The Education for Persons with Disabilities Bill (2003)
- The Equality Act (2004)
- The Data Protection Acts (1988, 1998 and 2003)
- The Freedom of Education Acts (1997 and 2003)
- The Education of Persons with Special Educational Needs Act (2004)

This policy is also drafted in the context of:

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

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.

Change in allocating special teaching supports

The National Council for Special Education (NCSE) Report *Delivery for Pupils with Special Educational Needs* (NCSE 2014), highlighted a number of shortcomings associated with the system for allocating special education teaching resources to schools. On this basis, the NCSE recommended a revised allocation model. Following successful piloting in forty-seven primary and post-primary schools during the 2015-2016 school year, the Department decided to introduce a revised allocation model for all mainstream schools with effect from September 2017.

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Special Education Circular 0013/2017 provides full details on the revised Special EducationTeaching Allocation.

The main features of the revised model for allocating special education teaching supports

Under the revised model, the Department provides special education teaching supports directly to schools based on their educational profiles (including a baseline component). A key principle underpinning this revised model is that all pupils, irrespective of special educational needs, are welcomed and enabled to enrol in their local schools. In addition, a fundamental objective is that special education teaching resources are utilised in the optimum manner to improve learning experiences and educational outcomes for pupils with special educational needs.

Implementation of the Revised Allocation Model

The following principles are used by Carrigeen N.S. to guide the implementation of the revised model for allocating special education teaching supports. They form a whole-school approach to provision for pupils with special educational needs in our school.

Principles to guide the Implementation Process

- Resources provided to support pupils with special educational needs are used to facilitate the development of truly inclusive schools.
- Supports provided to pupils with special educational needs are based on identified needs and are 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.
- Special education teaching supports provided to schools are used solely for the support of pupils with identified special educational needs, including those pupils for whom English is an Additional Language (EAL). The special education teaching supports are not used to reduce the pupil-teacher ratio in mainstream classes. Neither are they used to allow any special education teacher sole responsibility for the delivery of any curriculum subject to any particular class.
- Pupils with the greatest levels of need have access to the greatest level of support, and whenever possible, these pupils are supported by teachers with relevant expertise who can provide continuity of support.
- The school establishes and maintains a core team of teachers to meet the needs of pupils with special educational needs. All members have the necessary experience and access to continuing professional development to support the diverse needs of pupils with special educational needs



A three-step process to support pupils with special educational needs

In Carrigeen N.S., a three-step process is in place to guide identification, intervention and monitoring of outcomes for pupils with special educational needs.

Step 1 – Identifying needs using '*The Continuum of Support*'

****THERE ARE 3 LEVELS OF SUPPORT WHICH CHILDREN CAN ACCESS IN THIS CONTINUUM****

Carrigeen N.S. uses the Continuum of Support framework set out by the Department of Education to assist in identifying and responding to pupils' needs. This framework recognises 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 educational needs. Using this framework helps to ensure that interventions are incremental, moving from class-based interventions to more intensive and individualised support, and that they are informed by careful monitoring of progress.
The Continuum of Support is a problem-solving model of assessment and intervention that enables schools to gather and analyse data, as well as to plan and review the progress of individual pupils.

Identification of educational needs is central to the new model. By using the Continuum of Support framework, the staff can identify pupils' educational needs, to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. The framework emphasises the importance of looking at a pupil's needs in context, and provides useful resources to support this (for example, Learning Environment Checklist, Teacher Checklist for Whole-class Structures and Supports).

The Continuum of Support enables schools to identify and respond to needs in a flexible way. This means that needs can be responded to as early as possible. Of course, the principle that pupils with the greatest level of need have access to the greatest levels of support is of primary importance. This approach is also supported by information and engagement with external professionals, as required.

Identification of Needs through the Continuum of Support Process - (Primary Guidelines, p.9-10)

Classroom Support	The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class. A classroom support plan is developed and / or adjusted over time for those pupils who do not respond appropriately to the differentiated programme. This is informed by: · 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 A Classroom Support plan runs for an agreed period of time and is subject to review
School Support	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
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 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

*These checklists are available in the Continuum of Support Guidelines for Teachers

Circulars

- In line with Circular 13/2017, Carrigeen NS takes the following into account when identifying pupils for additional teaching support.
- Pupils performing below the 10th percentile in standardised tests will be prioritised for support in literacy and numeracy.
- Pupils who previously received supplementary teaching from a resource or learning support teacher and continue to experience significant learning difficulties



- Pupils who are identified as having significant needs through a process of ongoing assessment and intervention as set out in the Continuum of Support Process (DES, 2010). This will be evidenced through school-based assessment of attainment, and behavioural, social and emotional functioning and ongoing monitoring of learning outcomes. Schools should also take into account needs set out in professional reports, where available.
- Pupils with mild or transient educational needs including those associated with speech and language difficulties, social or emotional problems, or co-ordination or attention control difficulties.
- Pupils who have specific learning disabilities.
- Pupils with significant Special Educational Needs. For example, pupils with significant learning, behavioural, emotional, physical and sensory needs. These pupils need additional teaching support because they require highly individualised and differentiated learning programmes that are tailored to their needs.
- Schools should also carefully consider the needs of other pupils who may present with a range of learning whose interaction may present a significant barrier to the pupils' learning and ability to access the curriculum.
- Pupils who have additional literacy or language learning needs including those pupils who need additional English Additional language Support

Level 1 - Classroom Support

The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in their class.
A classroom support plan is developed and / or adjusted over time for those pupils who do not respond appropriately to the differentiated programme.
This is informed by:
● 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
These checklists are available in the *Continuum of Support Guidelines for Teachers*

A Classroom Support plan runs for an agreed period of time and is subject to review.

Level 2 - School Support
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.

Level 3 - 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 are then used to plan an appropriate intervention and can serve as a baseline against which to map progress.

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

A School Support Plus Plan (IEP) operates for an agreed period of time and is subject to review

Educational planning

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. In Carrigeen N.S., the process involves the class teacher, special education teachers, parents, the pupil and relevant professionals. Interventions draw on evidence-informed practice and the professional knowledge and experience of teachers. These interventions reflect the priority learning needs of pupils, as well as building on their strengths and interests.



Support plans at any of the 3 levels shall set out

- the agreed *targets*
- the *resources required*
- the *strategies* for implementation
- *time-frame for review*

Student Support File- FOR ALL PUPILS

A Student Support File Template (Appendix 1) is used to enable the school to plan interventions and to track a pupil's pathway through the Continuum of Support. It facilitates teachers in documenting progress and needs over time and assists them in providing an appropriate level of support to pupils, in line with their level of need.

Following a period of intervention and review of progress***, a decision is made as to the appropriate level of support required by the pupil. This may result in a decision to discontinue support, to continue the same level of support, or move to a higher or lower level of support.***

As special educational needs can vary from mild to transient to significant and enduring, educational planning reflect the level of need of the individual pupil. In this regard, the Student Support File facilitates a graduated response across the different levels of the Continuum: Classroom Support, School Support and School Support Plus.

For pupils with significant, enduring and complex needs, collaboration with external professionals, including multi-disciplinary teams, will be engaged to work with the child (for example, occupational therapist, speech and language therapist and psychologist).

If any child has a professional report regarding a Special Ed. Need, it must be read and discussed by teachers involved that child's education. Follow up planning will always be based around these reports.

Step 2 - Meeting the Needs

Having identified a pupil's needs and the educational planning required to meet those needs, *this second step emphasises the importance of effective teaching and learning strategies.*

The role of the class teacher

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 plan their lessons carefully to address the diverse needs within the classroom. They adapt their teaching approaches as the need arises 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 in Carrigeen N.S. 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/Diverse and varied group work
- Differentiation – Classwork and ***homework***
- Interventions to promote social and emotional competence
- Embedding Information and Communications Technology (ICT) in teaching, learning and assessment

We believe that 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 are gradually developed, extended and rewarded, using appropriate teaching strategies. To cater for the range of learning needs in any class, mainstream class teachers regularly differentiate their lessons. This is 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 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, at times, requires environmental adaptations to promote curricular access.

The role of the Special Education Teacher (S.E.T.)

Special education teachers in Carrigeen N.S. are 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 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.
Some pupils with more complex and enduring needs may require specific methodologies, teaching approaches and/or learning activities. Such interventions are based on careful identification of strengths and needs, including multi-disciplinary assessment, when necessary.

Special education teachers, in consultation with class teachers, 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 fortnightly planning reflects the overall Support Plan targets and 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 are routinely assessed, recorded and used to review progress. These outcomes are also used to inform the targets for the next phase of intervention.

IEP/IPLP----Short Term Plans---Few Achievable Targets----Assess----Review------Cúntas Mí.



Early intervention and prevention

In view of the substantial international evidence that early-intervention and prevention programmes can lead to improved outcomes for pupils, school leaders should ensure that some teaching resources are used for this purpose. After engaging in a process of self-reflection and review, they will become aware of whole-school issues that may be addressed through early-intervention programmes, which are evidence-based and which are responsive to the local context.

Carrigeen N.S. endeavours to develop and trial new approaches and to use assessment data to evaluate the efficacy of these interventions. We believe that developing and sharing successful practice has the potential to contribute to improvements in the overall provision for pupils with special educational needs.

At times, we may deploy additional teaching resources in junior classes to strengthen station teaching approaches which target the promotion of language, literacy and numeracy skills. The use of early-intervention and prevention programmes helps mitigate the development of learning, social and emotional difficulties.

Carrigeen N.S. recognises the importance of seeking advice and training in well-validated programmes to address behavioural and emotional needs. The school will endeavour to introduce the *FRIENDS for Life Programme* or similar evidence-based programmes. as a means of preventing anxiety and building resilience.
All intervention programmes are carefully monitored to assess and record their impact on pupil progress, participation in learning and in school life. These programmes are implemented in an intensive manner, for the the purpose intended and includes frequent opportunities for pupils to practise skills.

Target-setting- SMART TARGETS

We believe that good target-setting is central to effective teaching and learning for pupils with special education needs. Targets are expressed in a way that is measurable and observable, and reflect the specific special educational needs of individual pupils (for example, focus on social and emotional difficulties if that is a primary area of concern). The teachers endeavour to set targets which are achievable within a specified time frame and also challenge and build on existing knowledge and address pupils' holistic needs.

Best practice indicates that **targets** should be

- **few** in number
- **strengths** based
- informed by **priority learning needs**
- directly **linked to suitable interventions**
- **based on the evidence** collected through both formal and informal assessment approaches
- developed **collaboratively** - teachers consult with parents when setting targets and reviewing progress. The views of pupils are also included in this process, through their direct involvement in the discussion or by gathering their views in advance of the review process. We believe that this collaboration will help



ensure that targets are relevant, meaningful, realistic, and that they draw on the strengths and interests of pupils.

Step 3 - Monitoring and recording outcomes for pupils with special educational needs

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 (teacher-designed tests, checklists, samples of work, observation) that allow pupils to demonstrate their progress. This leads to the establishment of specific targets to be achieved within a defined timeframe.

Monitoring outcomes is part of a dynamic process of identification, target-setting, intervention and review, which in turn leads to adjustments in support plans. The Student Support File provides the teachers in Carrigeen N.S. 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. We believe that 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, we believe that it is also important to review outcomes at group, class and whole-school level. This review includes measures of attainment, communication, independence, attendance, social inclusion and well-being (for example, sense of belonging and connectedness to school) for pupils with special educational needs.

Allocating special education teaching resources to effectively meet needs

Special education teachers are deployed to address the needs of pupils with special educational Needs. An important aspect of the revised allocation model is that additional teaching supports are deployed according to identified needs, rather than being based on a diagnosis of disability. This gives schools greater autonomy and flexibility in how they allocate special education teaching resources. Schools may deploy special education teachers in a variety of ways in order to effectively meet pupils' needs (for example, in-class support, group withdrawal).

In Carrigeen N.S., we believe that *effective communication and engagement with parents is critically important* in moving towards a needs-based approach to the allocation of additional teaching resources. This is enhanced when we consult parents in relation to their child's needs, support plan, and are involved in termly reviews of progress.
When allocating teaching resources, the management and staff are mindful of the benefits of early-intervention and prevention programmes and allocate teaching resources as required, based on identified needs and school context. Carrigeen N.S. aims to strike a balance between in-class support, group and individual support. Importantly, the level and type of support reflects the specific targets of individual pupils as set out in their support plans and are also 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, thus progressing to the next level.



When deploying teaching resources, we recognises the essential need to maintain time for co-ordinating, planning and reviewing activities in September, January and August, to ensure effective and optimal use of supports. Co-ordination time is, however, kept to a minimum in order to ensure that teaching time is maximised. Additionally, Carrigeen N.S acknowledges the fact that flexibility in terms of resource allocation is required to allow for emerging needs during the school year. The Principal and S.E.N. co-ordinator endeavour to inform the S.E.N Team and whole staff of C.P.D. opportunities, especially when a training opportunity arises for their particular caseload.

Planning the allocation of special education teaching supports

In planning the allocation of additional teaching supports, the over-riding principle is that resources are deployed to address the identified needs of pupils. Importantly, those with the highest level of need will have access to the greatest level of support. In addition to literacy and numeracy difficulties, many pupils will have specific needs in such areas as oral language, social interaction, behaviour, emotional development and application to learning.

The *Planning Templates (Overall School Provision Plan & Overall School Support File)* are used to guide the Allocation of Additional Teaching Supports for Pupils with Special Educational Needs and contains the following areas

Action 1: Identification of pupils with special educational needs

● 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)
● Identify all pupils with special educational needs in the school.
● Match their needs to the appropriate level on the Continuum of Support.

Action 2: Setting targets

● Based on individual needs, set clear learning targets for each pupil at each level of the Continuum of Support.

Action 3: Planning teaching methods and approaches

● 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.

Action 4: Organising early- intervention and prevention programmes

Based on identified needs, choose evidence-informed early- intervention/prevention programmes to address concerns. Identify time needed and staffing commitment required.

Action 5: Organising and deploying special education teaching resources

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. 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.

Action 6: Tracking, recording and reviewing progress

Establish a tracking and recording system, to ensure that the progress of all pupils in meeting their identified targets is monitored:

- 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

Whole School Planning

When implementing the revised allocation model to address the needs of pupils with special educational needs, Carrigeen N.S. has adopted a whole-school approach to programme planning and to the implementation of early-intervention and prevention programmes. In order to achieve this, Carrigeen N.S. has adapted their existing special educational needs policies to guide the new approach to the allocation of resources.

A whole-school approach involves collaborative action by our school community (in consultation with parents, pupils, SNAs, class teachers, SETs, Principal) to improve pupil learning, behaviour and well-being. It encompasses a process of reflection, planning and review of policies and practices, and includes an evaluation of how pupils with special educational needs are identified by the school, the interventions that are put in place to meet their needs and how the outcomes of those interventions are measured and monitored. This whole-school approach addresses the full continuum of needs – ranging from milder and more transient needs to difficulties that are severe and enduring (for example, significant learning, sensory, physical, communication, social, emotional and behavioural difficulties). The school management recognises that a small minority of pupils with significant and enduring needs may require a more specialist setting (for example, special class or special school placement).

To assist in reflecting on our provision for pupils with special educational needs Carrigeen N.S. utilises a Self-Reflective Questionnaire. It uses the publication '*A Quality Framework for Primary Schools* (DES, 2016)' to help examine the school's provision for pupils with special educational needs. The domains and statements of practice are utilised to enable the teachers and school leaders in our school to review their practices, to identify what they are doing well, and to recognise aspects of the school's work that could be further developed to improve learning experiences and outcomes for these pupils.

Whole School Strategies to minimise learning difficulties

Prevention Strategies

- Induction Meeting for parents of Junior Infants- Tips for Parents booklet, discussion on school procedures, initiatives, homework etc.
- Formal and Informal Parent/Teacher meetings to discuss progress and concerns
- Whole School approaches to language- e.g. phonological awareness, adoption of Jolly Phonics programme
- Aistear in Junior and Senior Infant classes
- Whole school promotion of Reading -Literacy Lift Off (began Term 1, 2018) using the PM Graded Reading Scheme and Engage Literacy Scheme



- Guided Reading Groups operate in classes 3rd – 6th.
- Genre Writing, Comprehension Strategies/ Building Bridges
- Print rich environment
- Shared/paired reading , Story time, Library time, DEAR time, Book Week, Book Fair, Reading buddies, Word games, Class library, visiting authors,
- Access to Literacy apps on school ipads and at home
- Numeracy – *Agreed Maths language* for continuity throughout the school/ e.g. subtraction
- Maths for Fun- maths games to reinforce skills and promote confidence and participation
- Team Teaching- a variety of models are used to target specific children and focus on specific skills in Maths and Literacy. E.g.Problem Solving
- Regular SET meetings: to ensure continuity, current information/assessment results being uploaded to Aladdin, discuss any forthcoming assessments, arrange for CPD where needed,etc. These take place at least once a term.
- Meetings are also scheduled for class teachers and SEN teachers- to plan work in-class and for specific pupils, to monitor the progress and needs going forward. These meetings will take place at least once each term or at the beginning/end of a specific block of support, eg. Literacy Lift Off.

Roles and Responsibilities

Board of Management

The BoM will fulfil its statutory duties towards pupils with special educational needs. It will ensure that the provision required is an integral part of the school 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 subject to funding from the Dept. of Education
- Provides a secure facility for storage of records.

Principal

The principal has overall responsibility for the day-to-day management of provision. He 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

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Principal-Sinead Murphy
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- 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 & Principal

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 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 Dr. Olive O' Reilly (NEPS)
- Liaises with external agencies such as NEPS to arrange assessments of children with SEN
- Liaises with SENO, Laura Berry, 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.

The Role of the Class Teacher

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 full ***firstline 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.

Parental Engagement

The staff and management of Carrigeen N.S. recognise that good parental engagement is a critical factor in enhancing outcomes for pupils with special educational needs.
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.
● 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 Continuum of Support process and use of the Student Support File provide valuable opportunities for the school personnel to engage with parents and to build a collaborative approach to identifying and responding to the needs of pupils with special educational needs.

Pupil Engagement

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Principal-Sinead Murphy
Deputy Principal-Gemma Dowling



Good engagement and participation in their own education has many associated benefits for pupils. This is particularly important for pupils with special educational needs and can help enhance their academic and social and emotional outcomes.
Engagement is enhanced when schools listen to and build on pupils' interests, aspirations and strengths when developing educational interventions. This involves actively including pupils in a shared assessment for learning process, setting shared learning objectives, and jointly reviewing progress. Pupil participation is supported through teaching that is responsive to the personal needs of the learner, and is further enhanced by structuring and pacing learning experiences that are challenging, engaging and enjoyable. The Student Support File offers a useful framework for promoting pupil engagement and participation at all stages of educational planning and review.
At the whole-school level, Carrigeen N.S. encourages pupil engagement and participation so that all pupils, including those with special educational needs, have opportunities to share their views on issues that affect them in school, and so contribute to reviews of relevant policies and practices in our school. The resource below are used to support pupil engagement.

Engagement with External Bodies and Agencies

Support and guidance is available to teachers from external professionals such as NEPS Psychologists, Special Education Needs Organisers (SENO), the NCSE Support Service4, the Inspectorate, and allied health professionals.
The needs of many pupils span both health and education services. Health services (HSE and HSE-funded services) will continue to play an important role in early identification, assessment and diagnosis, intervention and review for pupils with special educational needs. Carrigeen N.S. is familiar with the range of health services in our locality, including referral pathways. We believe that co-ordination is enhanced when the staff of liaise with and contribute to health-led assessment and delivery of interventions. Our school facilitates meetings between parents and various support services. We endeavour to incorporate relevant recommendations from health professionals in developing support plans at each level of the Continuum of Support.

Transitions

Good planning and support for transition helps to ensure the successful transfer of pupils from primary school to post-primary school and between special and mainstream settings.
Effective transition support and planning can enhance the educational experience of the child and help reduce potential anxiety, particularly for the S.E.N. pupils. Links are already established with 'transition' schools in the area for our pupils. Arrival meetings with these schools have helped ease the anxiety levels for the children in our school. To support the reporting and transfer of pupil information from primary to post-primary schools Carrigeen N.S. utilises

- 6th Class Report Card
- My Profile sheet (for children)
- My Child's Profile sheet (for parents)
- A Special Educational Needs Summary Form is included to support the sharing of information for children with identified learning needs.

Continuing Professional Development (C.P.D.)

Chairperson, BOM- Mr. Eamon Delahunty
Principal-Sinead Murphy
Deputy Principal-Gemma Dowling



Carrigeen N.S. has established and intends to maintain skilled special education support teams to guide provision. Since all teachers have responsibility for teaching pupils with special educational needs, the management of Carrigeen N.S. encourages all staff members to engage in appropriate CPD to develop the capacity of our school to meet the educational needs of all pupils.
The staff are encouraged to regularly review their ongoing professional development needs, with reference to the provision of quality teaching and learning in both the mainstream classroom and special education settings.

Admission Policy for Pupils with SEN

The Department of Education acknowledges the very significant progress made by schools in developing inclusive practices and provision whereby the vast majority of pupils with special educational needs now attend mainstream schools. It also recognises that a small minority of pupils with significant and enduring needs may require a more specialist setting (for example, special class or special school placement). Carrigeen N.S. 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 Education 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'.* 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.

The Admission Policy for pupils with SEN is as follows:

- The BOM, through the Principal, has the right to request a copy of the child's medical/psychological report or where such a report is not available to request that the child be assessed immediately.
- The purpose of this assessment report is to assist the school in establishing the education and training needs of the child relevant to his/her disability and special needs and to profile the support services required.
- Following receipt of the report the Principal will assess how the school could meet the needs specified in the report.
- Where the Principal advises the BOM that further resources are required, it will, prior to enrolment request the Department. of Education and Science (DES) or National Council for Special Education (NCSE see Circular 01/05)) to provide the resources required to meet the needs of the child as outlined in the psychological or medical report. These resources may include for example access to or the provision of any of a combination of the following: visiting teacher service, resource teacher for special needs, SNA, specialised equipment or furniture, transport services or other. It will be necessary for the BOM of Carrigeen N.S. to identify any health and safety issues arising from the enrolment of a special needs child, for example, access, toilets, supervision and administering of medicine
- The school will meet with the parents or if necessary a full-case conference involving all parties should be held.
- It may be necessary for the BOM to decide to defer enrolment of a particular child pending the provision of appropriate resources (EPSEN Act 2004).
- SEN children will be fully integrated unless it is inconsistent with the best interests of the child with effective educational provision for other children. (EPSEN 2004)
- The Education Act 1998 states that the BOM must ensure that the educational needs of all students must be identified and provided for



● Under the Disability Bill 2004 schools must ensure to promote equality and social inclusion for all. It is important to promote and foster in school communities an environment that encourages pupils to attend school and to participate fully in school life. (Education Welfare Act 2000)

Communication

Communication with Class Teachers

● The SENCO and the SEN teacher will be in regular informal liaison with the class teacher.

Communication with Parents

● Parent meetings will be held twice a year to meet with parents of children on the SEN register
● If a parent or teacher has any concerns, an appointment can be made to discuss
● A Communication Copy will be kept to inform parents, where appropriate
● Communication will be between Parents and Class Teacher / SEN Teacher / Principal. The SNA must refer all matters on curriculum, classroom management, discipline etc. to the classroom teacher. SNA and teacher should be alert to parent seeking educational type information on a casual basis. All such information should only be given out by the teacher. Brief communication between the SNA and parent during the morning and afternoon handover should be brief in nature and only relating to the wellbeing of the pupil. SNAs will refer parents to the Class Teacher if parents attempt to communicate with them regarding children for an extended length of time.

Communication with BOM

The BOM will be kept informed of the SEN provision on a regular basis by the Principal.

Whole-School Collaboration

SEN issues will appear on the agenda of staff meetings and Post holders meetings when necessary. The principal/ SENCO will co-ordinate this process.

Communication with Outside Agencies

Regular liaison with outside agencies will be maintained by the Principal, SENCO and the SEN teachers.

Communication with Principal

The principal will be in regular contact with the SENCO, class teachers and all members of SEN staff.

Record-Keeping

A full record of psychological reports, other reports and records of meetings are kept in the individual student's file in a central, secure location (in a locked press or cabinet) in the school. All information is managed in accordance with the directives of both the Freedom of Information and Data Protection Acts.



Exemptions from Irish

The School Management of Carrigeen N.S. is required to observe the following prescribed procedures in relation to granting pupils exemptions from Irish:

● A written application for exemption will be made by a parent or guardian to the principal of the school. This application will specify the grounds on which the exemption is sought. It will be accompanied by documentary evidence of age and previous schooling as appropriate to the grounds cited.
● The school authorities will satisfy themselves as to the documentary evidence submitted.
● The school authorities will prepare a full report on the student in consultation with relevant teachers.
● Where exemption is being sought under sub-paragraph 1(c) of Circular 12/96, the parent or guardian will be required to furnish reports from a qualified psychologist and appropriate medical specialist as appropriate.
● A decision to grant exemption will be conveyed to the parent or guardian by way of a written certificate, signed by the school principal, that the exemption has been given in accordance with this Circular. The certificate will also cite the name, address and type of school, the student's name and date of birth, the sub-paragraph under which the exemption is being granted and the specific grounds for exemption. Where the exemption is being granted under sub-paragraph 1(c) of Circular 12/96, the name and address of the qualified psychologist and the date of the psychologist's report and the name of the medical specialist and date of report, if applicable, will be included.
● The application, school report, psychologist's report, report of medical specialist, copy of certificate of exemption and other relevant documents will be retained by the school and will be made available for inspection by authorised officers of the Department.
● A copy of the exemption certificate will be given to the parent or guardian of the pupil being exempted
● A copy of the exemption certification should be sent to the relevant second level school when the pupil in question has completed her/his primary education.

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 Carrigeen NS 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. ***Funding will be provided to provide for initial assessment of a group of children on an annual basis using the CTYI scheme.***
The school also actively partakes in events which will celebrate and promote academic excellence- Credit Union Quiz and Eason Spelling Bee competition.

Procedure for identification of pupils with Exceptional Ability

Criteria for Assessment: 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.

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

Communication, Monitoring and Reviewing

This policy will be communicated to staff and the school community as appropriate and will be subject to regular review. In accordance with the systematic cycle of review of policies adopted in Carrigeen National School, it will be reviewed initially after one year and then every three years, unless there is a compelling reason to review it earlier. 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:

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Principal-Sinead Murphy
Deputy Principal-Gemma Dowling



- The standards obtained by children with special educational needs
- The number of children at each of the 3 levels of support: ***Classroom Support, School Support, School Support Plus***
- 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

School Testing

*****Teacher Observation will also be used as a useful tool in the process of allocating supports to pupils*****

DTEN-S & DTEN-D

The Senior Infants classes are screened in June with the Drumcondra Test of Early Numeracy.

The Drumcondra Test of Early Numeracy and Literacy- Screening (DTEN/L-S) are designed to identify pupils who may be at risk of numeracy/Literacy difficulties so that, if needed, further diagnostic assessment and targeted instruction can be implemented.

The Drumcondra Test of Early Numeracy and Literacy - Diagnostic **(DTEN/L-D)** is recommended for use with
children who have attained low scores on the DTEN/L-S. *The purpose of both the DTEN/L-D is to identify specific aspects of numeracy or Literacy with which children may be experiencing difficulties. They are individually administered, take approximately 45 minutes, and are divided into various sub tests.*

Jolly Phonics Testing – Junior and Senior Infants in May

Child-friendly assessment that teachers can use with their pupils in a one-to-one situation. A pack of carefully developed materials have been created to provide an easy and quick method of assessing children's decoding and comprehension knowledge. Suitable for use with children aged 4-6 years old, this can be used as a phonics screening check resource or by individual teacher's to ensure that no child gets left behind.

DPRT

Standardised Reading Test for 1 st – 6 th Class. This assessment is conducted at the beginning of May each year.

SIGMA-T

Standardised Maths Test for 1 st – 6 th Class. This assessment is conducted at the end of May each year.

NNRIT

The NNRIT tests assess aspects of language and thinking that are not necessarily represented in



measures of pupil attainments, and help to pinpoint low-achieving and slow-reading pupils who may have high underlying ability. ** Every second year.

TESTS FOR USE IN SEN SETTING

Verbal/Non Verbal ability Testing

Fully standardised, *Verbal Reasoning* and *Non-Verbal Reasoning* supports the identification of the potential in all children by assessing each pupil's verbal and non-verbal thinking. *Verbal Reasoning* reveals how a pupil takes on board new information by measuring their ability to engage with language. *Non-Verbal Reasoning* involves no reading and so provides insight into the abilities of pupils who think more easily in images than words. It also measures the potential of pupils with limited reading skills including those with dyslexia, poorly motivated pupils, and EAL pupils. This test is usually administered March / April each year.

PM Benchmarking

The PM Benchmark Reading Assessment Resource has been designed to assess students' instructional and independent reading levels using unseen, meaningful texts. Used to establish entry level to PM Readers if there is uncertainty around reading ability.

Maths Tracker

Maths Tracker is a computer-based Maths Diagnostic program specially designed for pupils who are experiencing difficulties with the 1st, 2nd and 3rd class revised Mathematics curriculum. These class levels correspond to Levels 1, 2 and 3 respectively. Each level consists of three tests, with each test containing fifty multiple choice type questions. On completion of each test, a report is generated highlighting the strengths and weaknesses of a particular pupil across the various strand units of the Mathematics curriculum. The results of these individual tests can then be combined to produce a more complete Pupil Profile.

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The following are used from time to time depending on the profile of the child to be tested

Neale Analysis of Reading Ability

A test of oral reading, based on a series of short narratives, providing summative measures and detailed diagnostic information.

The ***Neale Analysis of Reading Ability (NARA)*** measures the accuracy, comprehension and rate of reading in pupils from the age of 6 to 12 years. It provides a comprehensive gauge of a pupil's interest in reading. The individually administered assessment consists of parallel forms for testing and extension passages for use with more able or older pupils. Two alternate standardised tests enable the monitoring of a pupil's performance without them becoming too familiar with the passages, in addition to one diagnostic test.

York Assessment of Reading

The York Assessment of Reading for Comprehension (YARC) is a one-to-one, diagnostic reading assessment that enables you to assess your pupils' reading and comprehension skills from an early age through to the end of secondary school. The diagnostic test is split into primary and secondary editions.

There are three parts to YARC:



Early Reading (age 4-7)
The early reading suite comprises four short tests specifically designed for 4-7 year olds or older pupils with reading difficulties. These tests assess a pupil's phonological skills, alphabetic knowledge and word reading in a time-efficient and flexible way. They are among the most sensitive type of assessments for beginner readers and may be administered up to three times during a school year.

Passage Reading Primary (age 5-11)
Comprising fiction and non-fiction texts, the passage reading primary suite has been developed to identify the reading (decoding) and comprehension skills of 5-11 year olds. It assesses accuracy, reading rate and comprehension in one single test. A version of our Single Word Reading Test is also included as a benchmarking test.

Why use YARC?

- Obtain in-depth, diagnostic assessment of a pupil's reading and comprehension skills
- Identify specific problems and inform appropriate interventions
- Assess EAL pupils and those requiring extra time in examinations
- Inform educational planning and benchmarking against the national average

This policy was ratified by the Board of Management. The Parents Association were also consulted.

Signed: _____ Chairperson of Board of Management

Signed: _____ Principal/Secretary of Board of Management

