



Ballygiblin National School

Special Educational Needs (SEN) Policy

1. Policy Statement and Rationale

Ballygiblin National School is committed to providing a positive, inclusive learning environment where all pupils are respected and supported to reach their full potential. We recognise the diversity of learners in our community and our duty to identify and address special educational needs through early intervention, evidence-informed practice, and partnership with families.

This policy has been developed in line with:

- The Education Act (1998)
 - The EPSEN Act (2004)
 - DES Circulars and Guidelines (including Circular 0013/2017)
 - NEPS Continuum of Support Framework
 - Inclusive education principles
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2. Core Values and Aims

Our SEN policy is underpinned by:

- Care and respect for every pupil
- Inclusion and celebration of diversity
- Collaboration with families and professionals
- High expectations for all learners

We aim to:

- Enable access to the curriculum for all pupils
- Promote holistic development and wellbeing
- Develop pupils' independence and self-esteem
- Use resources effectively and equitably

3. The Continuum of Support and Identification

We follow the NEPS Continuum of Support Model, encompassing three levels:

Classroom Support

- The class teacher provides differentiated teaching and targeted interventions within the classroom.
- Classroom Support Plans are developed for pupils who need additional support, monitored over a defined period and reviewed.

Identification and evidence gathering at this stage may include:

- Teacher observations and records
- Teacher-designed assessments
- Standardised screening (e.g., Drumcondra Early Literacy, Drumcondra English and Maths)
- Parental input
- Checklists of basic needs and learning environment factors
- Consultation with the pupil, where appropriate

School Support

- Where further support is needed, the SET becomes involved in planning and delivering additional interventions.
- Support may include:
 - In-class support and co-teaching
 - Small group withdrawal for targeted teaching
 - Specific literacy or numeracy programmes
- A School Support Plan is developed and regularly reviewed with parents.

Evidence gathering at this stage may include:

- Diagnostic testing
- Behaviour observations and ABC charts (if relevant)
- Functional assessments
- Consultation with parents and pupil

School Support Plus

- For pupils with more significant needs requiring intensive support.
- Involvement of external professionals (e.g., NEPS psychologists, therapists).
- Detailed individualised planning is implemented.

- School Support Plus Plans are developed collaboratively and reviewed frequently.
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4. Models of Support

At Ballygiblin NS, in-class support and team teaching are the primary modes of intervention. Small group withdrawal is used where beneficial and time-limited, with clear learning targets. Individual withdrawal is reserved for cases of complex or severe need.

Support is planned in collaboration with the class teacher and SET, with a focus on:

- Developing pupil independence
 - Promoting generalisation of skills to the classroom
 - Minimising disruption to the pupil's connection with peers
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5. Roles and Responsibilities

Role of the SEN Co-ordinator (Principal / Deputy Principal)

- Maintain a central database documenting all pupils with SEN and the support they receive.
- Coordinate meetings of the SEN Team for planning, CPD, and sharing of resources.
- Liaise with external agencies including NEPS, NCSE and other support services.
- Oversee the digital SEN resources library on the school server.

Role of the SENO

- Approve SNA allocations, assistive technology grants, and school transport supports.

Role of Class Teachers

- Have primary responsibility for the learning and care of all pupils, including those with SEN.
- Implement differentiated teaching and early interventions.
- Liaise regularly with the SET regarding pupils' needs.
- Engage with parents to plan and review support.
- Employ the Staged Approach:
 - *Stage 1:* Class interventions and monitoring.
 - *Stage 2:* Collaboration with SET for additional support.
 - *Stage 3:* Referral to external professionals if progress remains limited.

Role of the SET

- Plan and deliver supplementary teaching through in-class support, small group or individual withdrawal as needed.
- Maintain records of interventions and pupil progress.

- Liaise with external professionals and manage referrals.
- Advise and support class teachers in differentiated strategies.
- Participate in CPD to maintain current best practice.
- Submit monthly plans and records to the Principal.

Role of SNAs

- Support the care and access needs of pupils under the direction of teachers and school leadership.
- Contribute to the implementation of personal pupil plans.
- Assist pupils in developing independence and self-care skills.

6. Coiscéim Class

Ballygiblin NS has one **Coiscéim Class**, which provides specialist ASD support within our mainstream primary school.

Aims:

- Provide a safe, structured, child-centred learning environment.
- Support the development of communication, social, and academic skills.
- Foster inclusion with mainstream peers as appropriate to each child.

Approaches:

- Individualised planning in consultation with parents and professionals.
- A range of evidence-based methodologies, including:
 - Structured teaching approaches
 - Visual supports and communication systems
 - Play-based learning
 - Social and emotional development programmes

Inclusion:

- Pupils are integrated into mainstream classes and activities as appropriate.
- Integration is planned collaboratively with parents, class teachers, and SNAs, and regularly reviewed.

7. Assistive Technology

Assistive Technology (AT) may be provided to enable access to learning.

Responsibilities:

- The Principal and Deputy Principal oversee the setup, maintenance and appropriate use of AT devices.
 - The SET provides training and support in effective use.
 - AT is incorporated into pupil support plans and reviewed regularly.
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8. Planning and Record-Keeping

- Classroom Support, School Support, and School Support Plus Plans are developed and updated as needed.
 - SETs maintain records of assessments, interventions, and progress.
 - Class teachers maintain records of classroom interventions and differentiation.
 - All records are stored securely in line with GDPR.
 - Monthly plans and reviews are submitted by SETs to the Principal.
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9. Communication with Parents

- Parents are valued partners in supporting their child's learning.
 - Regular communication is maintained through meetings, notes, and phone calls.
 - Formal review meetings take place at least annually or more frequently if required.
 - Parents are informed of all significant decisions regarding their child's support.
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10. Professional Development

- The school is committed to supporting ongoing training and professional development in:
 - Inclusive education
 - Differentiation and universal design for learning
 - Supporting pupils with ASD and other additional needs
 - Use of assistive technology
 - Staff are encouraged to avail of opportunities through NCSE, PDST and other agencies.
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11. Monitoring and Review

- This policy will be reviewed every three years or sooner if required.
 - The Principal and SEN Coordinator will oversee the review process, incorporating feedback from staff, parents, and relevant professionals.
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12. Appendices and Templates

Note: *All Appendices should include the Ballygiblin NS Crest.*

- 1. SET Pupil Datatabase**
- 2. School Support Plan Template**
- 3. Short Term Planning and Cuntas Míosúil Template**
- 4. Pupil Personal Profile Template**



Appendix 1: SET Pupil database

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

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

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Appendix 2: School Support Plan Review (SSP)

Name:	
Parent Name/ Contact number:	
Class:	
DOB:	
Childs Strengths:	
External Professionals name / contact details involved with child:	

Priority Learning Needs	Learning Targets: <i>by the end of this teaching period the pupil will...</i>	Reflection/Observations



Appendix 3: Fortnightly Plan (STP)/ Cuntas Míosúil (CM)

Name or group:	
Class:	
Teacher:	
Month:	

Week 1 -2

Priority Learning Needs	Learning Targets: <i>by the end of this teaching period the pupil will...</i>	Content:	Reflection/ Observations:	✓

Week 3 -4

				✓



Appendix 4: Pupil Personal Profile Template

Name:	Date of Birth:	Class:
Class:	Class Teacher:	SNA:
DES Category of Disability:		

Pupil's Identified Care Needs: As agreed with SENO (in line with DES Circular 0030/2014)

Primary Care Needs:

Secondary Care Needs:

Timeframe for which care support is expected to be required: On going, on a daily basis and to be reviewed regularly.

Targets for the Development of Independence Skills (as per care needs identified above)

Identify targets to reduce/eliminate dependence on care support:

Long Term:

Short Term:

13. Implementation, Review and Communication

This policy was reviewed and adopted by the Board of Management in Ballygiblin National School. The Board of Management will monitor the implementation of all aspects of this policy and amend as required. The policy will be reviewed in the light of experience and using the following success criteria

It will be reviewed fully every three years, or sooner if necessary. Any staff member, Board of Management member parent / guardian of a current student, may request a review at any time, and such a request will be dealt with as soon as possible.

Signatures

	
<i>John O'Brien</i>	<i>David Hyland</i>
<i>Chairperson BOM</i>	<i>Principal</i>
<i>Date:</i>	<i>Date:</i>

