

SEN Policy for St John of God School

Introduction:

This policy was drawn up by SEN Coordinator in consultation with Principal, SEN Team, ISM Team and reviewed by the school teaching staff. It is the policy of this school to regard and include each child as an equally valued member of the School Community.

Guiding Principles:

- All our children have a right to an education, where 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/guardians 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 level 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.

Situation:

St. John of God P.S. is a co-educational primary school with an ASD Classroom and caters for children from Junior Infants to 6th Class from mixed social and cultural backgrounds and is under the patronage of the Catholic Bishop of Ferns. The school currently has a Principal, 1 Home School Community Liaison teacher, 11 mainstream class teachers, 1 ASD Class Teacher, 7 Special Education Support teachers and 1 permanent EAL teacher. The school has 7.75¹ Special Needs Assistants (SNAs). The allocation of both Special Education Teachers and Special Needs Assistants is subject to review.¹

St John of God is a mainstream school with an ASD Classroom, called the 'Butterfly Room.' Currently the 'Butterfly Room' has six pupils in attendance, one teacher and two SNAs allocated to it. In line with DES / NCSE regulations and where feasible, a child from the Butterfly room is integrated into the mainstream.

The staff at St John of God School work as a team in all teaching and learning environments in the school. The school constantly strives to create inclusion, where each child's needs, whether educational, emotional, social, physical or behavioural will be addressed and suitable programme put in place.

¹ Please note that a change in Staffing may not necessitate a change to this policy as Staffing figures merely reflect the Staffing reality of any given academic year.

SEN Policy for St John of God School

Rational:

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.
- Discuss and review inclusive practices in the school
- Streamline the provision of Special Educational Needs(SEN) support in the school
- Monitor and cater for the needs of all the children on the SEN list

The term 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 on their progress) and children who have diagnosed disabilities.

In this document, SEN can be taken to be special educational needs in this broad sense.

Our SET team encompasses what were previously termed 'Learning Support Teachers, Resource Teachers and teachers for children with English as an Additional Language' (EAL teachers). In this document we will use the term SET Teacher for all of the Support teachers.

Additionally, we aim to fulfil our obligations under the following Acts:

- Education Act (1998)
- Education Welfare Act (2000)
- The Equal Status Act (2000)
- Disability Act (2005)
- Education for Persons with Special Education Needs (EPSEN) Act (2004)

Aims of SEN Support Teaching:

Our school is committed to helping our pupils to achieve their full potential. The provision of a quality system of SEN support teaching is integral to this commitment. Through the implementation of our SEN policy we aim to:

- support the inclusion of children with SEN in our school
- develop positive attitudes about school and learning in our children
- ensure that the Continuum of Support is implemented
- optimise the teaching and learning process in order to enable children with learning difficulties to achieve adequate levels of proficiency in literacy and numeracy before leaving primary school (Guidelines for Schools, p15)
- enable children of all abilities to participate in the full curriculum
- support appropriate differentiation in the classroom
- support children's development both socially and emotionally
- enable children to understand themselves as learners and become independent learners
- support attainment and behavioural, social and emotional functioning

SEN Policy for St John of God School

- guard the self-esteem and self-image of the learner
- establish communication structures for the involvement of all the partners (parents, class teachers, SEN Team and SNAs) in the education of pupils with special needs
- promote collaboration among teachers in the implementation of whole-school policies on School Support for our pupils
- promote early intervention programmes designed to enhance learning and prevent/reduce difficulties in learning.

Enrolment of children with identified special educational needs

In keeping with the EPSEN Act 2004, section 2, a SEN child will be in an inclusive environment with children who do not have SEN where this is in the best interests of all of the children involved.

Where feasible and in line with DES recommendations:

prior to a child's enrolment, relevant staff in the school will familiarise themselves with the child's particular needs as required, by:

- meeting with parents/principal/class teacher/special needs staff;
- obtaining copies of reports, assessments, etc. from parents;
- contacting SENO, NEPS psychologist or other therapist or agency.

To ensure a smooth transition to school for both the pupil and the school the following steps will be taken as appropriate:

Parental visit/s to the school, pupil visits to school, staff visits to special schools/special units. Liaison with SENO to arrange additional resources may be necessary.

Where health and safety issues may arise in relation to mobility, care or other needs, these will be identified and strategies developed to address them.

Principles of SEN Support

The provision of SEN support in our school is based on the following principles:

1. Quality of teaching.
2. Effective whole-school policies.
3. Direction of resources towards children in greatest need.
4. Implementation of Continuum of Support under Classroom Support, School Support and School Support Plus levels.
5. Provision of the model(s) of intervention appropriate for the child/children, including the withdrawal model and in-class support model

SEN Policy for St John of God School

Continuum of Support

A child has only ONE plan- they are on Classroom Support, School Support or School Support Plus.

*Template attached at end of Policy

Classroom Support

This is the first response to emerging needs required in approaches to learning and/or behaviour which are additional or different to those required by others in their class.

The teacher and/or parent may have concerns about a 'NEW' pupil. The teacher may consider different strategies which may be effective.

Classroom Support uses simple, informal problem solving approaches commonly used by class teachers to support needs in the classroom.

Classroom Support is put in place by **Class Teacher**; there may be some consultation with your SET Teacher.

A Student Support File needs to be opened at this point to record interventions, this is done on Aladdin. Most Classroom Support Files will be opened in the Junior end of the school.

Collaboration with Parents is recommended.

Classroom Support intervention will need to be taking place and recorded for 6 -8 weeks. Within this timeframe Classroom Support needs to be reviewed and amend Classroom Support Plan as necessary.

* Differentiation is NOT considered to be Classroom Support – it needs to be 'above and beyond' what you are doing with the rest of the class to open Classroom Support Plan.

Differentiation is to be noted in your planning notes and Cuntas Míosúil.

**Most Pupils' initial needs may be met through Classroom based interventions, a small number of pupils may arrive at school with difficulties that are more significant or which are immediately recognised. In such cases, it may be appropriate to begin with a School Support or School Support Plus Plan.

School Support

In some cases interventions in the Classroom Support level are not enough to fully meet the needs of the pupil.

A School Support Plan may be needed.

This may involve gathering more information and the development of and monitoring of the pupil. The class teacher is involved with the SET teacher in the problem solving process.

SEN Policy for St John of God School

The plan could address the needs of more than one pupil, eg in-class intervention or withdrawal of a group with similar needs.

Children may be on School Support through:

- Standardised test scores at/below the 10th or the 15th percentiles
- Diagnosis requiring additional support
- English as a second language
- Social Groups

SET will complete Plan in collaboration with Class Teacher and Parents will be notified that their child is accessing School Support through a note.

This document is a 'Shared Support Plan' between the SET Teacher and Class Teacher for each child.

The Targets identified for the child need to be agreed with both teachers and is a shared, combined document which will reflect targets for class and additional support times.

This document will be accessed and edited on Aladdin by any teaching staff involved with pupil.

A log of Actions records any actions and may be edited by either teacher. A review will be carried out at the end of a teaching block and documented on the School Support Plan.

School Support Plus

If pupils' special educational needs are severe and/or persistent, they are likely to need intensive support and an Individual Educational Plan.

School Support Plus may involve personnel from outside the school in problem solving, assessment and intervention process.

The information from Classroom Support and School Support will provide the starting point for problem-solving at this stage and a review of the work done at Classroom Support and/or School Support will provide important information for pupil's Individual Educational Plan.

Children may be on School Support Plus through:

- Diagnosis requiring additional individual support
- Extreme/challenging Behaviours
- Learning Difficulties requiring additional individual support

SET to complete Plan in collaboration is essential with Class Teacher and Parents. Other professionals may be involved.

The Targets identified for the child need to be agreed with both teachers and is a shared, combined document which will reflect targets for class and additional support times.

SEN Policy for St John of God School

This document will be accessed and edited on Aladdin by any teaching staff involved with pupil.

A log of Actions records any actions and may be edited by either teacher.

School Support Plus plans will run from:

- October – February
- February – October

This will mean plan will carry over with child and is a starting point for new/existing SET teacher to work with the child at the beginning of new Academic Year.

A review will be carried out at the end of a teaching block and documented on the School Support Plus Plan.

The school may formally request a consultation from other professionals outside the school in respect of children who fail to make sufficient progress after supplementary teaching or the implementation of a behaviour programme, as appropriate.

Such professional advice is sought from psychologists, speech therapists, audiologists, occupational therapists etc. This is carried out in consultation with and with the permission of the child's parents/guardians. Following the consultation, the class teacher, SET, parents and outside professional (if available) will draw up or revise School Support Plus also known as Individual Educational Plan for the child. The purpose of an Individual plan is to formulate a child-centred plan of action for the educational, social, emotional and physical needs for the individual child.

The plan will address a pupil's full range of needs and include the following considerations:

- Class teacher input
- Parent input
- Assessment Results
- Reports
- Strengths
- Priority learning needs
- Learning activities

The Principal, SEN Coordinator, SEN Team and Home School Liaison are responsible for ongoing consultations with parents / guardians, NEPS psychologist, SENO and other agents. Support in the classroom will be an essential component of any learning programme devised for such children and primary responsibility for the child will remain with the class teacher in consultation with the designated Support teacher.

SEN Policy for St John of God School

Inclusive Practice:

- All children get the chance to participate in all curricular areas, differentiating by task, questioning, outcome, extension.
- Inclusion of children from the class for children with ASD, which is called the Butterfly Room, into appropriate mainstream class. This occurs where possible and where mutually beneficial. This process requires regular consultation between the ASD Class teacher, Mainstream Class teacher and relevant parents / guardians.
- Children in the ASD Class may need to engage in reverse integration with a small group before integration in mainstream class. This will be facilitated by Class Teacher/SET Teacher.
- All children take part in whole school activities as suits their needs.
- Where the curriculum is adapted to suit individual needs this is not highlighted and all children are still challenged and given the opportunity to experience perseverance, progression and success.
- Children sit in mixed ability groups.
- We recognise that the Social Personal and Health Education programme supports inclusive practice, raising awareness and understanding around areas such as, friendship, assertiveness and bullying.
- Whole Class drama lessons and Circle Time are used to develop social skills and encourage integration and inclusion.
- Yard breaks: All pupils are entitled to their breaks and playtimes. Special Needs pupils are supported and monitored in the following ways:
 - The SNAs and the Teacher on duty on the yard supervise diligently, dealing with, recording and reporting any incidents that occur.
- Use of Sr Marie Room and Reading Corner for SEN Children.

Roles and Responsibilities:

The role of supporting learning is a collaborative responsibility shared by all the school community: The Board of Management, Principal Teacher, Class Teachers, Special Educational Needs teachers, SNAs, SEN Co-coordinator, Children, parents / guardians and external bodies and agencies.

Board of Management

The Board of Management will:

- be informed of the reviewed SEN policy and any updates to it.
- ratify the SEN policy.
- ensure that satisfactory classroom accommodation and teaching resources are available.
- provide secure facilities for the storage of records relating to children in receipt of SEN support.

SEN Policy for St John of God School

Principal Teacher

The Principal Teacher will have overall responsibility for the school's provision for children with SEN. The Principal keeps a record of referrals made to NEPS and other outside services. At the beginning of each school year, the Principal, DP, HSCL and SET meets with the NEPS psychologist to begin to formulate a plan for the year, including assessments of pupils and professional supports for teachers and other supports and advice for parents.

Class Teacher

The Class Teacher (i.e. mainstream class and special class) has primary responsibility for the progress of all children in his/her class, including those selected for supplementary teaching. (Guidelines 2017)

The Class Teacher will-

- provide effective teaching and learning opportunities
- support the identification of learning difficulties
- provide Classroom Support
- log actions in the Support Plan
- communicate with parents/guardians
- communicate with SNA in implementing plans
- draw up Classroom Support Plans
- collaborate with the SET Teacher in the development of a Support Plan for each child who is in receipt of supplementary teaching at School Support and School Support Plus Level (IEP) on the Continuum, by identifying appropriate learning targets and by organising classroom activities to achieve those targets. A key role of successful support is a high level of consultation and co-operation between the Class Teacher and the SET Teacher.

Central to this consultation is the development, implementation and review of support plans. This consultation will be achieved through formal and informal consultation as the need arises.

Special Education Teachers

The central roles of the SET teacher will be to

- a) support the class teacher in optimising teaching and learning opportunities
- b) provide specialised teaching to those children with identified special educational needs.
- c) Provide support to class teacher to enable reverse integration of children from the Butterfly Room back to Class environment with introduction to small group setting.

SET Teacher responsibilities will consist of both teaching and non-teaching duties.

These will include:

- Providing supplementary teaching commensurate with the child's particular and individual needs.
- Researching the child's learning difficulty/SEN, to become familiar with their needs and their preferred learning methods.

SEN Policy for St John of God School

- Being familiar with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs (Guidelines 2017 p.13).
- Developing a School Support Plan for each child who is selected for supplementary teaching, in consultation with Class Teachers and/or parents.
- Developing a Pupil Progress Plan for Children access to SNA with Support Teacher, Class Teacher and SNA.
- Maintaining a Short-Term Plan for each individual or group of children withdrawn for support teaching.
- Maintaining a Short-Term Plan (together with the Class Teacher) for in-class support.
- Administering a range of formal and informal assessments and maintaining records of the outcomes of those assessments. This may involve:
 - Conducting a Diagnostic Assessment of each child who has been identified as having low achievement and/or a learning difficulty, based on results of an appropriate screening measure and record the findings of the assessment in the child's Support Plan.
 - Monitoring the ongoing progress of each child in receipt of supplementary teaching in relation to the attainment of agreed learning targets and short-term objectives that arise from them, and recording the observations in the Short-Term Planning.
 - Reviewing the progress of each child at the end of an instructional term and recording it on the child's Support Plan.
- Providing supplementary teaching in English and/or Mathematics to children who experience low achievement and/or learning difficulties at School Support and School Support Plus (as per selection criteria).
- Supplementary teaching will also be provided for children whose social skills, gross/fine motor skills and English language skills (EAL) need further development.
- Logging actions in the Support Plan.
- Delivering early intervention programmes
- Assisting the implementation of whole-school procedures for the selection of children for supplementary teaching.
- Contributing to the development of SEN policy.
- Providing advice to the Class Teacher (if requested).
- Meeting with parents of children who are in receipt of support teaching where a concern is ongoing.
- Liaising with external agencies such as speech and language therapists, Occupational Therapist etc., and implementing suitable recommendations, wherever possible.
- Implementing school policies on preventing learning difficulties, screening children for learning difficulties, interpreting the outcomes of diagnostic assessments and providing supplementary teaching, where it is deemed necessary.

SEN Policy for St John of God School

Role of SNA

The role of an SNA will be to carry out duties based on the care needs of the child.

The tasks associated with these duties can be of a primary or secondary nature.

(Circular 0030/2014)

The **primary care support tasks** may include:

- Administration of medicine.
- Assistance with toileting and general hygiene.
- Assistance with mobility and orientation.
- Assisting teachers to provide supervision in the class, playground and school grounds, and at recreation, assembly and dispersal times.
- Assisting children while at play as appropriate.
- Provision of non-nursing care needs associated with specific medical conditions.
- Care needs requiring frequent interventions including withdrawal of a child from a classroom when essential.
- Assistance with moving and lifting of children, operation of hoists and equipment.
- Assistance with severe communication difficulties including enabling curriculum access for children with physical disabilities or sensory needs and those with significant, and identified social and emotional difficulties.

The **secondary care support tasks** may include:

- Preparation and tidying of workspaces and classrooms or assisting a child who is not physically able to perform such tasks; to prepare and tidy a workspace, to present materials, to display work, or to transition from one lesson activity to another.
- Assistance with the development of Personal Pupil Plans (PPP) for children with Special Educational Needs, with a particular focus on developing a care plan to meet the care needs of the child concerned and the review of such plans.
- Assistance with maintaining a journal and care monitoring system for children including details of attendance and care needs.
- Planning for activities and classes where there may be additional care requirements associated with particular activities.
- Attending meetings with Parents, Special Educational Needs Co-ordinator (SENO); National Educational Psychological Service (NEPS); or school staff meetings with the agreement and guidance of Class Teacher/Principal.
- Assistance with enabling a child to access therapy or psycho-educational programmes such as anger management or social skills classes, under the direction of appropriate personnel.
- Assistance to attend or participate in out of school activities: walks, visits or tours where such assistance cannot be provided by teaching staff.

The primary focus of the SNA's work is to attend to the care needs of the pupil to whom he/she has been assigned. SNAs can support the pupil by developing background knowledge

SEN Policy for St John of God School

of the specific needs of the pupil, fostering independent learning skills, assisting positive social integration and providing positive feedback.

The SNA contributes greatly to the development of IEPs, sharing information about the child's progress and social behaviour and helping to set targets, and to monitor and evaluate programmes, e.g. behaviour programmes.

The SNA will support the teacher by providing regular feedback about the child, participating in teacher-led activities, assisting with labour-intensive classroom duties and assisting with division of class and distribution of worksheets. The SNA provides care to each child with special needs, under the direction of the teacher.

The SNA will support the school by engaging in yard supervision, in-service training, day-to-day duties assigned by the principal, working as part of a team and supporting the teacher in his/her role.

All duties of the SNA are carried out within the context of the school ethos, with respect for the confidentiality of the child and under the direction and supervision of the relevant class teacher (mainstream or special class).

SEN Co-ordinator:

The role of the SEN Co-ordinator is to:

- liaise with, advise and support colleagues in order to facilitate planning for Special Needs pupils.
- liaise with and support parents, where necessary.
- oversee and store the records, assessments, tests and Support Plans of all children with Special Needs.
- liaise with external agencies concerned with the pupils sometimes.
- monitor and evaluate SEN provision regularly.
- contribute to in-service training of staff, such as updating staff on new terminology, eg. 'continuum of support'. To provide support and a mentoring system to new Special Needs teachers.
- facilitate regular meetings of the Special Education Team within school.
- devise and monitor behavioural programmes where necessary, in conjunction with other assigned post holders and the principal.

Role of Parents/Guardians

The central role of parents/guardians of children with SEN is the same as all parents/guardians, ie to support the work of the school and to optimise teaching and learning opportunities for their child at home.

Parental/guardian engagement is a critical factor in enhancing outcomes for pupils with special educational needs. This engagement is enhanced when parents are consulted in relation to their children's needs and strengths, on the supports and strategies being developed to support their children, and when they are involved in regular reviews of progress. The Continuum of Support process provides valuable opportunities for engagement with parents in the pursuit of identification of and responding to the Special Educational Needs presented by the child.

SEN Policy for St John of God School

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

- Supervising, and assisting with, showing interest in and signing homework
- Reading and telling stories to their child
- Listening to and giving supportive feedback on oral reading
- Talking positively about school and school work
- Keeping the class teacher informed of any home factors which may be affecting their child's progress
- Helping their child to develop their organisational skills
- Helping children to look after school books and other resources which are loaned to the children for home use
- Supporting programmes and initiatives implemented by the school

Role of Children

The role of the child with SEN will be that of active participant in their own learning; the extent and nature of this will depend on their strengths and needs.

Role of External Bodies and Agencies

- Our school liaises with external professionals such as NEPS Psychologists, Special Education Needs Organisers (SENO), the National Council for Special Education (NCSE) Support Service, the HSE (Health Service Executive), Early Intervention Teams, Tusla, Visiting Teachers for children with vision impairment, Visiting Teachers for children with hearing loss, and the Inspectorate.
- We acknowledge that the needs of many children span both health and education services. We therefore liaise with and contribute to health-led assessment and delivery of interventions and facilitate meetings between parents and various support services. We also endeavour to incorporate relevant recommendations from health professionals in developing support plans at each level of the Continuum of Support.

Guide to SET Allocation/ Continuum of Support Model

3 Step Process	Six Actions
Step 1: Identify Needs	Action 1 Identify Students with Special Needs
Step 2: Meeting the Needs	Action 2 – Setting Targets Action 3 – Planning teaching methods and approaches Action 4 – Organising early intervention and prevention programmes Action 5 – Organising and deploying resources

SEN Policy for St John of God School

Step 3: Monitoring and recording outcomes	Action 6 – Tracking, Recording and reviewing progress – Whole school and individual progress
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Children with the greatest level of need have access to the greatest level of supports.

Step 1: Identifying Needs:

Identifying Students with Special Needs

The following criteria will be used by our school to select children for supplementary teaching in line with the new model of Special Education Teaching (Circular 13/2107).

1. Children previously in receipt of "Resource hours" who continue to experience significant learning difficulties.
 2. Children scoring at or below the 10th percentile on standardised assessments in Literacy and Maths.
 3. Children scoring at or below the 15th percentile on standardised assessments in Literacy and Maths (where resources allow)
 4. Children diagnosed as having Low Incidence Learning Disabilities since 2017.
 5. Children diagnosed as having High Incidence Learning Disabilities.
 6. Children who have English as an Additional Language (EAL) and whose English needs further support.
 7. Early intervention in literacy and/or Maths - Infant class children who continue to experience difficulties in early literacy skills, despite interventions made by the Class Teacher at Classroom Support of the NEPS Continuum of Support. The class teacher will have opened a Classroom Support Plan and recorded the interventions in it.
 8. Children experiencing serious difficulties with oral language, social or emotional development or application to learning, despite interventions made by the Class Teacher at Classroom Support. The class teacher will have opened a Support Plan and recorded the interventions in it.
 9. Transition to Post-Primary School. This is also supported by the School Completion Programme, Mind the Gap and the Home, School, Community Liaison (HSCL) teacher.
 10. Exceptionally Able/Gifted Children.
- Interventions will be made in the first instance by the Class Teacher at Classroom Support. The class teacher will have opened a Support Plan and recorded the interventions in it. Support from Centre for Talented Youth Ireland (CTYI) is accessed as appropriate

Step 2: Meeting the Needs

Targets are set by involving all relevant personnel, where appropriate:

Class Teacher, Support Teacher

Parents / guardians

Other Professionals

SEN Policy for St John of God School

Prevention and Early Intervention

Prevention Strategies

- Differentiation of the Curriculum by the Mainstream Class Teacher to cater for individual needs and strengths.
- Development and implementation of agreed approaches to the teaching of English and Mathematics to ensure continuity and progression from class to class.
- Careful development of phonological awareness, rhyming skills and oral language skills, before formal reading of words and books.
- The use of concrete materials as much as possible and as appropriate.
- Ongoing structured observation and assessment of the language, literacy and numeracy of children in the Infant classes to facilitate early identification of possible learning difficulties.
- Class-based early intervention by the class teacher focusing on the provision of additional individualised support, as and when required.
- Provision of additional support in language development/early literacy/early mathematical skills to children who need it.
- Support for children experiencing social/emotional difficulties and problems with concentration.
- Provision of Assistive Technology as appropriate.
- Promotion of parental involvement through their attendance at induction meetings for parents/guardians of incoming Junior Infants and the arrangement of formal and informal parent/teacher meetings.

Early Intervention Strategies

Early intervention programmes may be provided by the class Teacher and/or the Support Teacher, in accordance with the Continuum of Support.

Collaboration and consultation between the Class Teachers and the SET Teachers, should identify children who may be in need of early intervention.

Teacher observation and professional opinion will be given due consideration in the selection of children for early intervention programmes at Classroom Support and School Support level.

Early intervention programmes will include -

- Implementation of an English language programme for children who have English as an additional language, with emphasis on basic vocabulary. Intensive language programme for such children in more senior classes with emphasis on basic vocabulary and the language of Maths. This acknowledges the literacy skills already acquired in first language.
- Active learning programme for all Junior and Senior Infant children with specific emphasis on oral language development, underpinned by the principles of the *Aistear* programme and the new Language Curriculum.

SEN Policy for St John of God School

- Early intervention Literacy Groups; Phonological Awareness Training, Story Sacks, Reading Groups in Junior and Senior Infants
- Intensive intervention in Literacy: One to one Reading Recovery Intervention in Senior Infants and 1st class provided by teachers trained in RR.
- Early intervention literacy and language support programme (*Guided Reading using Red Rocket, PM Readers & Connectors*) in Senior Infants, 1st, 2nd and 3rd classes supported by SET, class teachers.
- Maths: Ready Set Go Maths in Senior Infants
- Maths: Maths Recovery Intervention in Senior Infants, 1st & 2nd Classes
- Withdrawal of children for support teaching
- Motor Skills Groups- Fine and Gross Motor, including handwriting.
- Station Teaching
- In-class support, team teaching, group work and individual support will be provided, as appropriate and if it is in a child's best interest

Step 3: Monitoring and Recording Outcomes:

Reviewing:

- At the end of each instructional block/term the progress of each child who is in receipt of support teaching will be evaluated following consultation with the child's class teacher and where appropriate, the child's parents/guardians.
- A decision will be made regarding their continued level of support and revised targets will be set in their School Support Plan or School Support Plus Plan.
- The school may decide to discontinue supplementary teaching with some children when satisfactory progress has been made and targets have been met.
- The school may also decide to discontinue supplementary teaching with some children who are now performing above the percentile laid down in the selection criteria for receiving support; however, if both the class teacher and support teacher feel such a child needs scaffolding to maintain this standard then continued supplementary teaching may be offered if places are available in the appropriate group.

Monitoring Progress

Continuum of Support Paperwork is available on each Child's Aladdin Menu, it is easily accessible to both Class Teacher and Support Teachers involved.

- **At Classroom Support:** class teacher can open a File on pupil experiencing difficulty above and beyond that of others in the classroom.
- **At School Support:** Support Teacher and the Class Teacher will draw up targets for group/individual for Classroom and Support times. At the end of each instructional period a review will be completed on each child and noted. The Log of Actions is maintained by both teachers involved.

SEN Policy for St John of God School

- **At School Support Plus:** Support Teacher and the Class Teacher will draw up targets for individual for Classroom and Support times. At the end of each instructional period a review will be completed and noted. The document is maintained by both teachers involved.
- **Self-Reflection** (by the class teacher) – As part of the monthly Cuntas Miosúil, class teacher may reflect on an individual child, a copy of this may be included in class File in locked filing cabinet.
- **Weekly Tests/checks** if applicable (eg. Spellings/Tables) maintained in Assessment Folder.
- **Belfield Infant Assessment Profile** – carried out with any Junior Infants with any concerns in June.
- **Standardised Tests at end of year** (1st – 6th) Sigma T - Maths.
- **Standardised Tests at end of year** (1st – 6th) Drumcondra Reading Test
- **Senior Infant–Middle Infant Screening Test (MIST)**
- **Drumcondra Early Literacy Screening** is carried out on all Senior Infant Children
- **Drumcondra Early Numeracy Screening** is carried out on all Senior Infant Children.
- **Diagnostics for Drumcondra Early Literacy(DTEL)**, if child falls below the cut-off, individual diagnostic will be carried out by Support Teachers
- **Diagnostics for Drumcondra Early Numeracy (DTEN)** if child falls below the cut-off, individual diagnostic will be carried out by Support Teachers
- **Dyslexia Screening** – LUCID Screening carried out on all 2nd class children. Follow up with online CoPS or LASS depending on the age of the child will be carried out on children who fall into ‘moderate’ or ‘high’ probability of dyslexia.

Ongoing structured observation and assessment of the language, literacy and numeracy skills of the children in the Infant classes to facilitate early identification of possible learning difficulties.

Record Keeping

- Class Teachers will keep a record of teacher designed tests, end of term tests and checklists in an Assessment Folder for their class.
- Classroom Support, School Support and School Support Plus Files will be maintained and updated on Aladdin. This will be maintained by both class teacher and support teacher
- A file for each child in the class is kept in a locked filing cabinet in the Office and is moved as the child moves through the school.

This file contains

- Consents.
- Copies of Reports
- Other important correspondence

Diagnostic Assessments and other checklists administered by the Support Teacher will be stored in the SET Filing Cabinet and results will be given to relevant personnel.

Continuum of Support documents maintained on the Aladdin.

SEN Policy for St John of God School

Personal Pupil Plans for children with SNA access will also be kept in the child's file in the classroom and a copy maintained by SNA and Class Teacher.

Psychological Reports will be held in the child's file in locked cabinet in Office and saved to School Admin System.

End of Year School Report will be issued to parents/guardians in June. These reports are saved on Aladdin.

Cuntas Miosiuls from the Teacher will be saved on the Shared Folder, these reports to outline the work undertaken by the support Teacher with groups or individual children. These will be date stamped and signed by the Principal.

Cuntas Miosiuls are considered the legal record of the work a teacher is mandated to do.

Liaising with Parents/Communicating Information

- Class teacher meets with parents/guardians initially to discuss concerns and outline supports available in the school at Parent Teacher Meeting or another meeting outside this time.
- SET Teacher will inform Parents of Child accessing support at School Support through a note/message, correspondence with Class Teacher.
- SET Teacher meet with Class Teacher, parents and other professionals to agree a School Support Plus Plan for the child.
- Parents are encouraged to become involved in their child's learning.
- Parent Teacher Meetings are held in November
- A series of introductory activities and an information meeting is held for the parents of incoming Junior Infants in the last term of each school year.
- As per circular 56/11 an end-of-year report is released to parents on Aladdin in June each year. This is normally two weeks before the last day of school to allow opportunities for parents / guardians to discuss this report.

Timetabling

- Supplementary teaching that children receive is in addition to their regular class programme in English and Maths, in so far as is practicable.
- Co-teaching/Team Teaching where two teachers work together to plan, organise, instruct and make assessments on the same group of students, sharing the same classroom can operate during English and Maths times in class. If deemed more beneficial to the group being taught by the Support Teacher, they can be withdrawn to a quiet space.
- In so far as is practicable children should not miss out on the same curricular area each time they receive supplementary teaching.

The Support Teaching Team will review the timetable at the end of each instructional term/block.

Monitoring and Reviewing the SEN Policy

The Principal, Deputy Principal, SEN co-ordinator and all Staff will monitor and review this policy.

This review will be initiated by the SEN Co-ordinator.

SEN Policy for St John of God School

SEN Policy Success Criteria

A whole school approach to the implementation of our SEN policy will:

- ensure that children with SEN gain access to a broad, balanced curriculum and have opportunity of access to an appropriate education.
- develop positive self-esteem and positive attitudes to school and learning among our pupils.
- improve standards of academic performance and achievement.
- enhance parental involvement in supporting their child's learning.
- increase collaboration between school personnel.

The achievement of these success criteria will be assessed through:

feedback from teachers, children and parents/guardians; child's achievements and ongoing analysis of children's academic performance and attainment of personal targets.

SEN Policy for St John of God School

Assessment Norms	
Junior Infants	Senior Infants
<p>Standardised Testing: <u>Belfield Infant Assessment Profile (BIAP)</u> to be completed in last term.</p>	<p>Standardised Testing: Literacy: <u>MIST</u> testing to be completed at beginning of Term 2. <u>Drumcondra Early Literacy Screening</u> to be completed in last term. <u>Diagnostic Test of Early Literacy (DTEL)</u> to be completed on children who fall below the cut-off or children of concern.</p> <p>Numeracy: <u>Drumcondra Early Numeracy Screening</u> to be completed in last term. <u>Diagnostic Test of Early Numeracy (DTEN)</u> to be completed on children who fall below the cut-off or children of concern.</p>
First Class	Second Class
<p>Standardised Testing: Literacy: <u>Drumcondra Primary Reading Test Level 1</u> -to be completed in Term 3. <u>Lucid Dyslexia Screening:</u> to be completed by all children in Term 2. CoPS age 4 -7, LASS age 8-11 - to be completed by any child who scored 'moderate' or 'high' probability of Dyslexia.</p> <p>Numeracy: <u>Sigma T Level 1 - part 1 only</u> - to be completed for Autumn Norms in the Term 1 before Halloween. <u>Sigma T Level 1 - part 1 and 2-</u> to be completed for Summer Norms in Term 3.</p> <p>NRIT: to be completed by all children in Term 1 between Halloween and Christmas.</p>	<p>Standardised Testing: Literacy: <u>Drumcondra Primary Reading Test Level 2</u> -to be completed in Term 3.</p> <p>Numeracy: <u>Sigma T Level 2</u> - to be completed for Summer Norms in Term 3.</p>
Third Class	Fourth Class
<p>Standardised Testing: Literacy: <u>Drumcondra Primary Reading Test Level 3</u> to be completed in Term 3.</p> <p>Numeracy: <u>Sigma T Level 3</u> - to be completed for Summer Norms in Term 3.</p>	<p>Standardised Testing: Literacy: <u>Drumcondra Primary Reading Test Level 4</u> to be completed in Term 3.</p> <p>Numeracy: <u>Sigma T Level 4</u> - to be completed for Summer Norms in Term 3.</p>

SEN Policy for St John of God School

<p>NRIT: to be repeated by all children in Term 1 between Halloween and Christmas.</p>	
<p>Fifth Class</p>	<p>Sixth Class</p>
<p>Standardised Testing: Literacy: <u>Drumcondra Primary Reading Test Level 5</u> to be completed in Term 3.</p> <p>Numeracy: <u>Sigma T Level 5</u> - to be completed for Summer Norms in Term 3.</p> <p>NRIT: to be repeated by all children in Term 1 between Halloween and Christmas.</p>	<p>Standardised Testing: Literacy: <u>Drumcondra Primary Reading Test Level 6</u> to be completed in Term 3.</p> <p>Numeracy: <u>Sigma T Level 5</u>- to be completed for Summer Norms in Term 3.</p>
<p>Ongoing Assessment: (School Grid) Self-Assessment Conferencing Questioning Teacher Observations Portfolio Assessment Teacher Designed Task and Tests Concept Mapping Standardised Testing</p>	
<p>New Non Reading Intelligence Tests (NRIT) percentile/ Standard Score are used to compare against Literacy and Numeracy Percentile/Standard Score. NRIT 1: Ages 6:2 - 8:10 NRIT 2: Ages 7:2 - 9:10 NRIT 3: Ages 8:2 - 11:10</p>	
<p>Lucid Dyslexia Screening is carried out in 1st Class. This can be repeated with any child of concern throughout the classes.</p>	
<p>EAL Testing: Primary School Assessment Kit is used to assess non-english speaking children. The Assessment is used to assess pupil's level of proficiency and to assess progress across curriculum themes.</p>	
<p>Other Tests Available for use in SET:</p> <p>Aston Index - classroom screening Language difficulties. York Assessment of reading for comprehension. Aston Portfolio. Bangor Dyslexia Test. Basic Number Screening. Revised Neale Analysis. The British Picture Vocabulary Scale.</p>	

SEN Policy for St John of God School

Checklist of Work for School Support (groups)

Expectation:	Tick if complete
<p>Continuum of Support:</p> <p>School Support document</p> <p>‘Priority Concerns’ section</p> <ul style="list-style-type: none"> • Literacy • Numeracy • Behaviour • Other <p>Include test results, outside agency reports, class observations, class teacher’s informal comments, parent’s comments and differentiation.</p> <p>‘Targets’</p> <ul style="list-style-type: none"> • Specific to child • SMART • Linked to Plan of Work <p>‘Strategies’</p> <ul style="list-style-type: none"> • As per ability; Class level, Curriculum, subject area. • Social Skills/Life Skills/Motor Difficulties etc 	
<p>Plan of Work:</p> <ul style="list-style-type: none"> • Strand • Strand Unit • Objectives • Skills and Content • Assessment <p>Use of NCCA planning Tool may be useful.</p>	
<p>Teaching Record</p> <ul style="list-style-type: none"> • Daily record of Work planned and completed • Weekly/fortnightly • Handwriting/typed • These documents will be your Cuntas Míosúil 	

Checklist of Work for School Support Plus (individuals)

SEN Policy for St John of God School

Expectation:	Tick if complete
<p>Continuum of Support: School Support Plus document</p> <p>‘Priority Concerns’ section</p> <ul style="list-style-type: none"> • Literacy • Numeracy • Behaviour • Other <p>Include test results, outside agency reports, class observations, class teacher’s informal comments, parent’s comments, differentiation.</p> <p>‘Targets’</p> <ul style="list-style-type: none"> • SMART • Linked to School Support Plus Plan <p>‘Strategies’</p> <ul style="list-style-type: none"> • Specific to Individual Child • As per ability; Class level, Curriculum, subject area. • Social Skills/Life Skills/Motor Difficulties etc 	
<p>Plan of Work:</p> <ul style="list-style-type: none"> • School Support Plus Plan: <ul style="list-style-type: none"> ❖ Meet/Call with Parents, discuss PPP, collaboration in relation to Targets for the coming Term (if Child has access to SNA) ❖ Meet with Class Teacher ❖ Meet with SNA (if Child has access) <p>This information will then inform planning, along with other points below.</p> <ul style="list-style-type: none"> ➤ Academic (Use of NCCA planning Tool may be useful.) ➤ Behavioural ➤ Social/Emotional ➤ Motor ➤ Toileting, etc <ul style="list-style-type: none"> • PPP if child has access to SNA <ul style="list-style-type: none"> ➤ Input on targets in collaboration with Class Teacher and SNA working with child. 	
<p>Teaching Record</p> <ul style="list-style-type: none"> • Daily record of Work planned and completed • Weekly • Handwriting/typed • These documents will be your Cuntas Míosúil 	

SEN Policy for St John of God School

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

Student Support File- Log of Actions:

Date	Actions

Support Checklist

Name:	Age:	Class:
General Information	Date Checked:	Comments
• Parents/ Guardians Consulted		
• Information from previous school/preschool gathered		
• Hearing		
• Vision		
• Medical Needs		
• Basic Needs Checklist completed		
• Assessment of learning-screening		
• Observation of learning style/approach to learning		
• Observation of behaviour		
• Interview with pupil		
• Classroom work differentiated?		
• Learning environment adapted?		

SEN Policy for St John of God School

• Yard/school environments adapted?		
• Informal or formal consultation/advice with outside professionals?		
• Advice given by learning support/resource teacher or other school staff?		
• Other interventions put in place in school?		
Action needed		
<i>Helpful references: SEN: A Continuum of Support: Resource Pack for Teachers, pp. 13-16, 18 to 20; BESD: A Continuum of Support, p 7; A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers, pp32-36; Student Support Teams in Post-Primary Schools, pp20</i>		

SUPPORT PLAN*

*Classroom Support
 School Support (Support for Some)
 School Support Plus (Support for A Few)*

To be completed by the teacher(s).

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

Student's name		Age	
Lead Teacher:		Class/Year:	
Start Date of Plan			
Review Date of Plan			
Student's strengths and interests			
Priority concerns			
Possible reasons for concerns			
Targets for the student			
Strategies to help the student achieve the targets			

SEN Policy for St John of God School

Staff involved and resources needed	
Signature of parent(s)/ guardian(s)	
Signature of teacher	

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

SUPPORT REVIEW RECORD*

Classroom Support
School Support (Support for Some)
School Support Plus (Support for A Few)

To be completed by the teacher(s) as a review of the plan and as a guide for future actions.
For help, see *SEN: A Continuum of Support - Guidelines for Teachers*; *BESD: A Continuum of Support – Guidelines for Teachers*; *A Continuum of Support for Post-Primary Schools, Resource pack for Teachers*; *Student Support Teams in Post-Primary Schools*.

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

Outcome of review (✓ tick as appropriate)

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

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

Reviewed on: 17 May 2023

Signed: James Cullen

