HOLY FAMILY JUNIOR NATIONAL SCHOOL

River Valley, Swords, Co Dublin.

Principal: Ms M McNally
Deputy Principal: Ms E Keely
Chairperson: Mrs A O'Toole

Roll No. 19721R
Phone No: 8404394
Charity No: 20119300
E-mail: admin@holyfamilyjns.ie
Website: www.holyfamilyjns.ie

SPECIAL EDUCATIONAL NEEDS POLICY

Introductory Statement

Our Special Educational Needs (S.E.N.) Policy was coordinated by the Principal and S.E.N. Team, in consultation with the staff. In December 2018 whole staff training was received from National Educational Psychological Services (NEPS), (Dr Nollaig Carberry) on the New Special Education Teaching Allocation Model. The S.E.N. Policy was reviewed in accordance with Circular Number 0013/2017. It was circulated to staff and parents and will be fully implemented following Board ratification in June 2022.

Rationale

The purpose of this policy is to

- Provide practical guidance to staff, parents and all relevant stakeholders about our S.E.N. procedures and practices.
- Outline the framework in place for addressing additional needs in our school.
- Comply with legislation (Education Act 1998, Equal Status Act, 2000).
- Fulfill DE circular 0013/17 – Circular to the Management Authorities of all Mainstream Primary Schools; Special Education Teaching Allocation and new 2017 Guidelines for Primary Schools; Supporting Children with Special Educational Needs in Mainstream Schools.

Aims To:

- Facilitate pupils to participate in the full curriculum for their class level to the best of their abilities.
- To develop positive self-esteem and positive attitudes about school and learning in pupils.
- To enable pupils to monitor their own learning and become independent learners within their own ability.
- To provide supplementary teaching and additional support in Literacy and/or Numeracy and/or social, emotional and physical development.
- To involve parents in supporting their children's education.
- To promote collaboration among teachers in the implementation of whole-school policies on learning support for pupils.
- To establish early intervention programmes (as considered appropriate), designed to enhance learning and to prevent/reduce difficulties in learning.
- To guard the self-esteem and self-image of the learner.

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 S.E.N., 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.

Roles and Responsibilities

The role of supporting learning is a collaborative responsibility shared by all – The Board of Management, Principal, Class Teachers, S.E.T, Parents and Children. It is important that everyone contributes to the planning and implementation of our school plan on S.E.N. Provision.

Board of Management

The Board of Management 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 S.E.N. 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
- Provides a secure facility for storage of records.

Principal

The principal has overall responsibility for the day-to-day management of provision. They will work closely with the S.E.N. team and will keep the BOM informed about the working of this policy.

It will be the role of the principal in collaboration with the S.E.N. team 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
- 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
- Select children for psychological assessment in consultation with class and support teachers and with Dr Nollaig Carberry (NEPS)
- Liaise with SENO regarding all aspects of special education provision
- Arranges for exemptions from the study of Irish for pupils for whom this is appropriate (see Irish Exemption Policy)
- Liaise with and advise SNAs with regard to supporting children with special needs
- Liaise with parents of children with special needs

Special Needs Co-ordinator
The Special Needs Co-ordinator will be responsible for:

- Overseeing the day-to-day operation of the S.E.N. policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising fellow teachers and contributing to in-service training of staff
- Monitoring and evaluating S.E.N. provision
- Keep a list of pupils who are receiving supplementary teaching
- Facilitating planning for class teacher with support teacher
- Supporting the implementation of a tracking system at a whole-school level to monitor the progress of children who avail of additional support
- Keeping teachers informed about the external assessment services that are available and the procedures to be followed for initial referrals
- Storing confidential information (Psychological Assessment Reports etc.) regarding S.E.N. children and sharing same with principal, class teachers, support teachers, SNAs, other agencies where appropriate
- Overseeing the transfer of relevant information on 2nd class children moving to the Holy Family Senior National School.

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

- Implement teaching programmes which optimise the learning of all pupils
- Create a positive learning environment within the classroom
- Differentiate teaching strategies, approaches and expectations to the range of experiences, abilities, needs and learning styles in their class
- Administer and correct standardised tests of achievement in literacy and numeracy, following the schools guidelines
- Discuss outcomes of standardised testing with S.E.N. Team to assist the selection of children for supplementary teaching
- Meet with parents regarding any concerns they may have for their child and update them regarding their progress
- Gather information and assess children presenting with needs to inform teaching and learning using the continuum of support
- Open a student support file once additional needs have been identified and classroom support is required
- Develop classroom support plans for children in need of classroom support
- Collaborate with Special Education teachers to develop school support plans for children in receipt of school support
- Collaborate with Special Education teachers to develop School Support Plus plans for each pupil in receipt of school support plus
- Meet regularly with all relevant stakeholders in reviewing relevant education plans
- Where applicable, collaborate with S.E.N. team regarding teaching aims and activities for team teaching
- Adjust the class timetable to ensure that children in receipt of supplementary teaching will not be absent for the same subject/activity during each session.
- Co-ordinate the role and responsibilities of the SNA in relation to the needs of pupils with S.E.N. and SNA access in their class

The Role of the Special Education Teacher

Special Education Teachers (SET) should be familiar with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs. Teaching approaches will include a combination of team-teaching initiatives, 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 should be based on careful identification of strengths and needs, including multi-disciplinary assessment when necessary.

The type of support offered depends on the child's individual needs and takes the form of:

- curriculum support
- life and/or social skills training
- physical training/gross/fine motor development
- speech training/communication and/or language development
- behaviour modification programmes
- assistance with sensory modulation
- development of anger management strategies
- a combination of some/all of the above
- Collaborate with class teachers to develop school support plans for children in receipt of school support
- Collaborate with class teachers to develop School Support Plus Plans for each pupil in receipt of school support plus
- Meet regularly with all relevant stakeholders in reviewing relevant education plans
- Where applicable, collaborate with class teachers regarding teaching aims and activities for team teaching.

The S.E.T.'s activities should include, where possible:

- Provision of supplementary teaching for children identified in accordance with the school's selection criteria
- Implementation of recommendations from outside agencies, wherever possible, pertinent to the children in their care
- Development of an Student Support File (IEP) for each pupil who is selected for supplementary teaching, in consultation with class teachers, SNA (if applicable) and parents
- Maintenance of short term planning and progress records, or equivalent, for each individual or group of pupils in receipt of learning support
- Delivery of intensive early intervention programmes and provision of supplementary teaching in Literacy and/or Numeracy to pupils in the school (Junior Infants to 2nd Class), caseload permitting eg Aistear, Power Hour, Reading Recovery etc.
- Co-ordination of whole-school procedures for the selection of pupils for supplementary teaching, giving due consideration to:
    - The selection criteria specified in this S.E.N. Policy
    - Teachers' professional observations
- Contribute to the development of policy on S.E.N. at whole school level

- Provision of advice to Class Teachers (as requested) about pupils who are experiencing learning difficulties
- Meet with the parents of each pupil who is in receipt of S.E.N. support in the first term to discuss targets and ways in which attainment of the targets can be supported at home
- Meet with the parents of each pupil who is in receipt of S.E.N. support on Parents' Day or as deemed appropriate:
    - To review the pupil's attainment of agreed targets
    - To discuss the next instructional term
    - To revise the pupils Student Support File
- Contribute at school level to decision making regarding the purchase of learning resources, books and materials to be made available to pupils with learning difficulties in their mainstream classrooms and in the S.E.N. rooms
- Liaison with external agencies such as educational psychologists, speech and language therapists etc. to arrange assessments and special provision for pupils with special needs
- Collaboration with the principal to discuss issues relating to the development and implementation of the school policy on S.E.N. and to the provision of S.E.N. support
- Collaboration with class teachers, to include screening pupils for learning difficulties, interpreting the outcomes of diagnostic assessments and providing supplementary teaching and other forms of learning support, where it is deemed necessary.

The S.E.T. plays an important role in co-ordinating the selection of pupils for supplementary teaching.

The S.E.T. will:

- Consult with class teachers on the:
    - identification of pupils who may need diagnostic assessment, taking into account the pupils' scores on an appropriate standardised screening measure
    - agreed criteria for identifying pupils,
    - teachers' own views of the pupils' difficulties
    - needs and the number of pupils to whom S.E.N. support can be provided
- Carry out a comprehensive diagnostic assessment of each pupil who has been identified as experiencing low achievement and/or learning difficulties and, in consultation with the class teacher and parents, identify the type and level of S.E.N. support that is needed to meet the pupil's needs.

In addition to providing supplementary teaching to pupils, the S.E.T. is involved in administering a range of formal and informal assessments and in maintaining records of the outcomes of those assessments.

Parental Involvement

"Parents through their unique knowledge of their own child, have much to contribute to their child's learning programmes"
(Learning Support Guidelines p.52).

Good parental engagement is a critical factor in enhancing outcomes for pupils with special educational needs. Parental 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 and use of the Student Support File provide valuable opportunities to engage with parents and to build a collaborative approach to identifying and responding to the needs of pupils with special educational needs. There may also be opportunities for parents to work collaboratively with the school through initiatives such as paired reading.

In addition to consultation around the individual needs of their child, parents also value receiving good information on the nature and type of the special educational needs provision available in the school.
The Parents/Guardians of the pupils of this school can prepare for and support the work of the school by:

- Supervising, assisting with, showing interest in and signing homework
- Reading and telling stories to their child/children
- Encouraging the child to visit the library
- Listening to and giving supportive feedback on oral reading
- Where their child is in receipt of supplementary teaching, implementing suggested home-based activities and discussing the outcomes with the child's teachers
- Signing and returning consent forms to the school regarding withdrawal for support teaching
- Fostering positively attitudes about school and learning in the school
- Regular communication with the class teacher and keeping the school informed of any home factors which may be affecting their child's progress
- Participating in activities organised by the school that are designed to increase the involvement of parents in their children's learning
- Helping children to develop their organisational skills
- Helping children to look after school books and other resources which are loaned to the children for use at home
- Supporting programmes and initiatives implemented by the school.

Special Needs Assistants

The duties of the SNA are carried out according to the guidelines for Special Needs Assistants from the Department of Education, under the direction of the principal/class teachers, the SNA will meet the care needs of the pupils to which they have been assigned (Circular 10/76, 07/02 and 30/14)

The SNA should:

- Support the needs of pupils in effectively accessing the curriculum
- Contribute to the quality of care and welfare of the pupils
- Support learning and teaching in the classroom
- Attend, where possible, training courses/workshops provided by the BOM
- Attend IEP meetings or meetings with relevant professionals, when necessary
- Ensure safety of S.E.N. pupils in the school yard, and I be present for the duration of the yard breaks along with the teachers on duty
- Accompany S.E.N. pupil to supplementary lessons where appropriate.

Role of Pupils

"The involvement of pupils in the development, implementation and review of their own learning programmes is an important principle underlining the effective supplementary teaching" (Learning Support Guidelines p.54).

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

- Become familiar with the learning targets that have been set for them
- Contribute to the selection of texts and other learning materials that are relevant to the attainment of their learning targets

- Develop ownership of the skills and strategies that are taught during supplementary teaching and learn to apply these learning strategies and skills to improve their own learning
- Contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment.

Enrolment

The school 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'. Parents are required to notify the school of their child's special needs in advance of enrolment through the school principal. The Board of Management will request a copy of the child's medical or psychological report. No child will be refused admission solely on the grounds that he/she has SEN except where the provision required is incompatible with that available in this school.

Whole School Strategies to minimise learning difficulties and Early Intervention

Our strategies for preventing learning difficulties include:

- Development of agreed approaches to teaching Literacy and Numeracy in order to ensure progression and continuity from class to class.
- Provision of additional support in Language Development and any relevant early literacy and mathematical skills to those who need it.
- Ongoing structured observation and assessment of the Language, Literacy and Numeracy skills of pupils in the infant classes to facilitate early identification of possible learning difficulties.
- Close collaboration and consultation between the Infant Teacher and S.E.N. Team.
- Promotion of Literacy e.g. print rich environment, DEAR, *(Drop Everything And Read)* structured whole school approach to writing genre instruction (PDST Manual), structured whole school approach to explicit teaching of comprehension strategies (PDST Manual), world book day, book fair, explicit oral language lessons, Aistear.
- Provision of Mata sa Rang, hands on approach, use of concrete materials, whole school approach to problem solving.
- Parental involvement in promoting Literacy and Numeracy e.g. homework policy, guidelines for parents.
- Differentiation – adapting the learning environment.
- In-class support from the S.E.N. team.
- Power hour/team teaching/Aistear.
- Withdrawing individuals and groups as appropriate.

Selection Process for Allocating Additional Teaching Support

Continuum of Support We use the Continuum of Support Framework set out by the Department of Education & Skills to identify and support children with additional needs. Like this framework, we recognise that special educational needs occur along a continuum, ranging from mild to severe, and from transient to long-term and that pupils require different levels of support depending on their identified additional needs. By using this framework, it helps us implement a staged approach to ensure that our support and interventions are incremental, moving from class-based interventions to more intensive and individualised support, and are informed by careful monitoring of progress. The Continuum of Support is a problem-solving model of assessment and intervention that enables us to gather and analyse data, as well as to plan and review the progress of individual pupils.

Stage One – Classroom Support
Class teachers initially discuss their concerns with the child's parents.

The triggers for this intervention could be

- The child makes little or no progress even when teaching approaches are directed at an identified area of weakness.
- The child shows signs of difficulty in developing Literacy and Numeracy skills, which result in poor attainment.
- Persistent emotional or behavioural difficulties which do not respond to behaviour management techniques used by the school.
- Has sensory or physical difficulties.
- Has communication and/ or relationship difficulties.
- Literacy and Numeracy tests.
- Gifted pupils scoring above the 95th%ile in SIGMA/MICRA and Drumcondra Maths/Reading. (These children will be directed to programmes such as CTYI (Irish Centre for Talented Youth) at D.C.U.
- Screening tests of language skills.

The class teacher will have opened a support plan and recorded the interventions in it. A Classroom Support plan runs for an agreed period of time and is subject to review. If this strategy does not work then the teacher will continue to the next stage, School Support.
Class teachers inform parents that their child's needs would be better served in a small group with a support teacher. Parents will need to sign their consent.

Stage Two – School Support
At this level a Support Plan is devised and informed by:

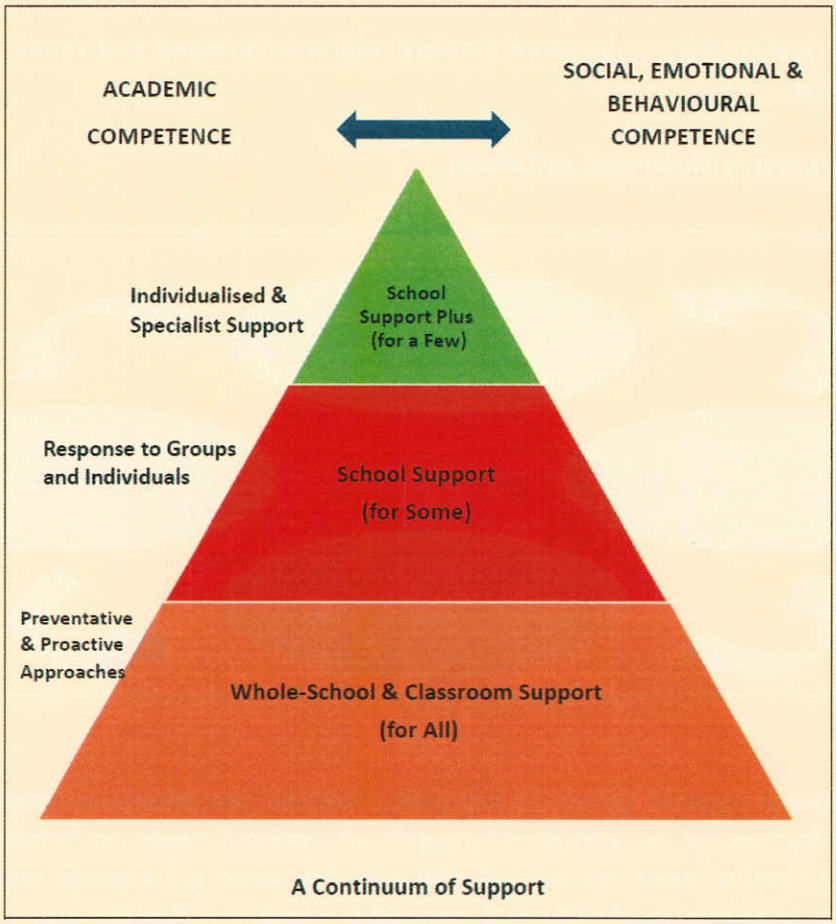
- Teacher observation records.
- Teacher-designed measures/assessments
- Parent and pupil interviews
- Learning environment checklist
- Diagnostic assessments in Literacy/Numeracy
- Formal observation of behaviour
- Children in JI & SI to whom English is an additional Language or newly arrived EAL students from 1st or 2nd classes.

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.

Stage Three – 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
- Recommendations of outside Agencies etc. Psychologist/Occupational Therapist/Speech Therapist.

The Continuum of Support suggests the following levels of support:



Meeting the Needs and Allocating Resources

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

Importantly, the level and type of support reflect the specific targets of individual pupils as set out in their support plans and are informed by careful monitoring and review of progress. In this way, following a period of intervention, some pupils may no longer require additional teaching supports; some may require the same level, while others may require more intensive supports.

In planning the allocation of additional teaching supports, the over-riding principle is that resources are deployed to address the identified needs of pupils. Importantly, those with **the highest level of need should have access to the greatest level of support.** We consider methodologies best suited to promoting meaningful inclusion such as differentiation, team-teaching and small group teaching.

In addition to literacy and numeracy difficulties, many pupils will have specific needs in such areas as oral language, social interaction, behaviour, emotional development, motor skills and application to learning

As a S.E.N. team, we review all support and allocate resources for the subsequent term.

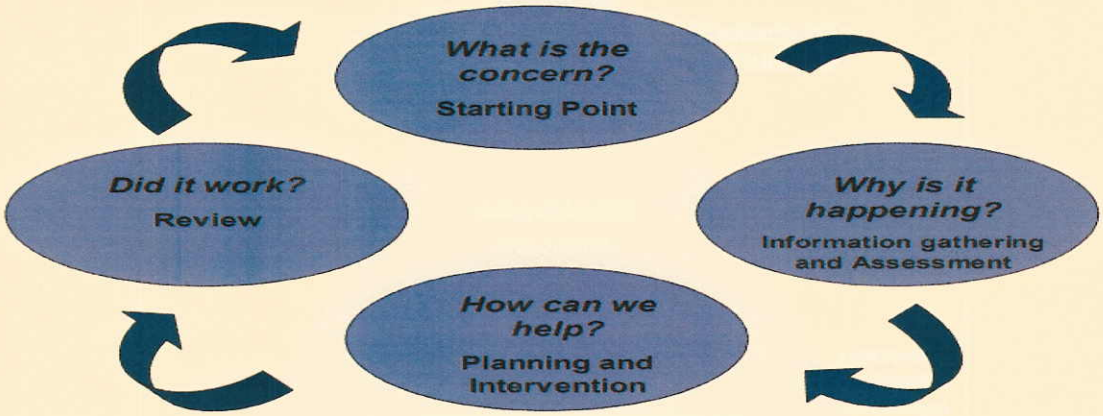
Gathering Information and Assessment

Assessment is part of what a class teacher does on a daily basis for all children. Some methods include self-assessment, questioning, teacher observation, portfolios and teacher designed tasks and tests. The information gathered enables the teacher to plan learning experiences based on the appropriate objectives from the curriculum.

- Results of standardised testing such as measures of cognitive ability; social, emotional and behavioural functioning; adaptive functioning etc.

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

This problem-solving process is illustrated as follows:



Identification of educational needs is central to our policy and the new allocation model. By using the Continuum of Support framework, we can identify pupils' educational needs, to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. This, in turn, allows us to identify and respond to needs in a flexible way.

In order to identify pupils who may require supplementary teaching, screening, including standardised testing, is carried out in all classes annually and further diagnostic testing may need to take place. The information gathered from these formal assessments is then used to inform decisions for support and pupil's support plans.

Assessment and Screening Tests
In our school we carry out the following assessment procedures on all children

- Junior Infants; Observation and Checklists
- Senior Infants; Observation, Checklists, Drumcondra Early Literacy and Early Numeracy
- 1st class; Observation and Checklists, may include NVRT, Quest, Drumcondra Literacy and Numeracy, SIGMA T and MICRA T
- 2ND class; Observation and Checklists, Drumcondra Literacy and Numeracy
  (see Appendix 1 – Testing Schedule)

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

Student Support File
We use a Student Support File to plan interventions and to track a pupil's pathway through the Continuum of Support. It facilitates us in documenting progress and needs over time and assists us in providing an appropriate level of support to pupils, in line with their level of need.
All support files should include:

- Cover sheet with pupil's details
- A timeline of actions
- Record of support received
- Standardised/ Diagnostic test scores
- Support plans.

A class teacher or class coordinator should open a Student Support File once a child is placed on Stage 1 – Classroom Support on the continuum. A copy is stored in the class teacher's assessment folder and SEN filing cabinet. It is the responsibility of the class teacher and the allocated SET to access and update the information in the Student Support File. The same system is in place for children on School Support Plus.

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

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

Stage 2 – School Support Group or Individual School Support Plan (SSP). This plan is drawn up by the class teacher and appointed S.E.N. teacher. It will set out the nature of the pupil's learning difficulties, define specific teaching, learning and behavioural targets and set a timescale for review. The plan should, for the most part, be implemented within the normal classroom setting and complemented by focused school based intervention programmes. Depending on the nature of the needs and on the school context, additional teaching may be within a small group or individual or a combination of both either in class or on a withdrawal basis. Home-based actions may also be included. After the plan has been drawn up, it should become a working document through the careful monitoring of the pupil's response to the actions taken.

Stage 3 – School Support Plus A School Support Plan Plus (SSPP). This plan is drawn up by the class teacher and appointed Special Education Teachers, in consultation with the child's parents/guardians, professionals external to the school and (if appropriate) the child based on the information gathered.
It will set out;

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

Individual Educational Plans (IEP)
IEP meetings are coordinated by an SEN teacher and include the parents/guardians, class teacher and SNA. The IEPs usually take place in November and March.

Personal Pupil Plan (PPP)
A PPP is required for each pupil with SNA access. The class teacher and S.E.N. teacher are jointly responsible for these. A typed completed copy is to be given to the Principal in good time to meet the deadline. The PPP will subsequently be part of the IEP and shall be attached to same. Principal will then ensure there is a copy for the Principal File, SEN file and Class teacher's file. GDPR process as for all SEN files.

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

Supervision/Child Protection

- Where pupils receive support on a one-to-one basis, the S.E.N. teacher is responsible for ensuring that both the pupil and the teacher are visible through the glass panel in the door.
- Where the there is no glass panel, the door of the room should remain open.
- Parental Permission will be sought for one-to-one teaching.
- There will be a desk between the teacher and the student.
- Where pupils are withdrawn for support, the S.E.N. teacher should collect and return children to their classrooms.
- Where a child has access to an SNA, they may withdraw the child from the class if a plan is in place with the class teacher.

Security/ GDPR

All children's files are to be stored in the locked filing cabinets in either the classroom or S.E.N. room. The Master copy of each child is stored in a locked filing cabinet in the Principal's office.

This policy will be reviewed as and when necessary.

Signed: _____ Dated: 21st June 2022

Mrs Angela O'Toole, Chairperson
Board of Management, Holy Family J.N.S.

How do we evaluate Targets?

Standardised Tests

Screening Tests

Observations

Interviews

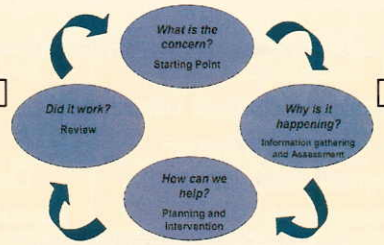
Teacher measures

Check lists

Consultations

Ratings

Evaluation of child's response to targets informs the next step of the problem-solving cycle



Targets are informed by information gathering and assessment

What data can help us set targets?

Standardised Tests

Screening Test

Observations

Interviews

Teacher measures

Checklists

Consultation

Ratings

Targets are written as desired skills which are:

Specific

Measurable

Achievable

Relevant

Time Limited

Targets should be expressed in definitive language to facilitate monitoring and review of progress, eg:

John will correctly indentify the first 50 Dolch Words with 80% accuracy
Sean will speak in a full sentence which includes a subject, verb and object
Anne will use her PECS to request an activity break

Appendix 2

HOLY FAMILY JUNIOR NATIONAL SCHOOL

ANNUAL SCHEDULE FOR SCREENING / TESTING

CLASS LEVEL	TEST NAME	ADMINISTERED BY	DATE OF TESTING
JUNIOR INFANTS	EAL Screening Listening/Speaking for children where English is a Second Language	EAL – SEN Team	September & March/April
	Teacher designed checklists and assessments	Class Teacher in consultation with SEN	Throughout the year
SENIOR INFANTS	EAL Screening Listening/Speaking for children where English is a Second Language	EAL – SEN Team	March/April
	Drumcondra Early Literacy and Early Numeracy	Class Teacher & SET	May
FIRST CLASS	Standardised Test – Literacy *(Micra-T Level 1)*	Class Teacher & SET to assist	October
	Standardised Test – Numeracy *(Sigma-T Level 1)*	Class Teacher & SET to assist	October
	EAL Screening Listening/Speaking/Reading/Writing for children where English is a Second Language	EAL – SEN Team	March/April
	N.V.R.T. *(Non Verbal Reasoning Test)*	Class Teacher / S.E.T. to assist	May
	Standardised Test – Literacy *(Drumcondra Level 1)*	Class Teacher	May
	Standardised Test – Numeracy *(Drumcondra Level 1)*	Class Teacher	May
SECOND CLASS	EAL Screening Listening/Speaking/Reading/Writing for children where English is a Second Language	EAL – SEN Team	March/April
	Standardised Test – Literacy *(Drumcondra Level 2)*	Class Teacher	May
	Standardised Test – Numeracy *(Drumcondra Level 2)*	Class Teacher	May

- All Children must be recorded on the Class Results Sheet. If a child has not done the test, please state the reason why. Children absent on original test date should be tested on their return.
- Standardised Tests in Literacy / Numeracy are available from the SEN Co-Ordinator.
- Copies of all results to be forwarded to S.E.T. by the required date (decided annually).
- Standardised Test Results (Criterion in First Class and STen scores Second Class) issued to Parents/Guardians on School Report.

Appendix 3

STUDENT SUPPORT FILE	
Name of Student	
Date of Birth	
School	Holy Family Junior National School
Date File Opened	
Date File Closed	

A Continuum of Support

ACADEMIC SUCCESS ⟺ SOCIAL, EMOTIONAL & BEHAVIOURAL COMPETENCE

Developing a student support plan is the outcome of a problem solving process, involving school staff, parent(s)/ guardian(s) and the student. We start by identifying concerns, we gather information, we put together a plan and we review it.

Student Support File, Log of Actions

Date	Actions

Support Checklist		
Name:	Age:	Class:
General Information	Date Checked	Comments
1. Parents/ Guardians Consulted		
2. Information from previous school/preschool gathered		
3. Hearing		
4. Vision		
5. Medical Needs		
6. Basic Needs Checklist completed		
7. Assessment of learning- screening		
8. Observation of learning style/approach to learning		
9. Observation of behaviour		
10. Interview with pupil		
11. Classroom work differentiated?		
12. Learning environment adapted?		
13. Yard/school environments adapted?		
14. Informal or formal consultation/advice with outside professionals?		
15. Advice given by learning support/resource teacher or other school staff?		
16. Other interventions put in place in school?		
Action needed		
Helpful references: SEN: A Continuum of Support: Resource Pack for Teachers, pp. 13-16, 18 to 20; BESD: A Continuum of Support, p 7;		

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;

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

*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;*

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(s)			
Signature of Principal			

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

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