



CASTLEBAR EDUCATE TOGETHER
NATIONAL SCHOOL

Castlebar Educate Together N.S.

Additional Support Policy

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Introductory Statement

This policy was drawn up by the staff of Castlebar Educate Together N. S. in consultation with the Board of Management. It is also available on the school's website for parents/carers and the wider school community.

School Information

Castlebar Educate Together N.S. opened in September 2016 under the patronage of Educate Together. We endeavour to create a positive and inclusive atmosphere that respects all children, regardless of their religious, social, cultural background or special educational needs. Our guiding principle is that "No Child is an Outsider". Given that our school is a developing school and that new children join during the school year our provision of support and timetables are regularly reviewed.

Rationale

The purpose of this policy is to:

- provide practical guidance to staff, parents and other interested parties about our AEN procedures and practices.
- outline the framework for addressing additional needs in our school.
- comply with legislation (Education Act 1998, Equal Status Act, 2000).
- fulfil DES circular 0013/17 -Circular to the Management Authorities of all Mainstream Primary Schools; Additional Needs Teaching Allocation, and new 2017 Guidelines for Primary Schools: Supporting Pupils with Additional Educational Needs in Mainstream Schools).

Belief Statement

Our school is dedicated to the implementation of an effective system for meeting the needs of all our pupils in accordance with our mission statement, the resources provided by the DES and the Board of Management.

The Education for Persons with Special Educational Needs (EPSEN) Act was passed into law in July 2004. Special educational needs are defined in this act as "a restriction in the capacity of the person to participate in and benefit from education on account of enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition"

Creating an inclusive school environment is essential to the ethos of Castlebar Educate Together National School. For the purpose of this policy, we define Inclusion as 'The process by which a school attempts to respond to all pupils as individuals by considering and adapting its curricula, organisation and provision'. The goal of inclusion is not to erase differences, but to enable all pupils to belong within an educational community that validates and values their individuality. An inclusive school environment reflects values and affirms linguistic, ethnic and cultural diversity. The Department of Education and Skills recognizes that it is important that schools have policies and procedures in place that promote and facilitate the inclusion of all children. Various methods of in-class support help to provide an inclusive education for all students. In-class support teaching is effective for students with a variety of instructional needs, including pupils with English as an Additional Language and pupils with Additional Educational Needs.

The school is aware of the research and discussion around the use of 'person first' (i.e. Saying; "person with visual impairment", rather than "visually impaired person") or 'identity-first' language (i.e. "Autistic Pupil", rather than "pupil with Autism"). We have decided to make our language choices based on the preference of individuals/their families and to be guided by this. We don't use the term ASD Unit, we call it an additional needs



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class. We will continue to keep abreast of developments in terms of language use and to implement best practices in this regard.

Aims of the Policy

We are fully committed to the principle of inclusion and the good practice that makes it possible. Our policy aims to enable children with Special Educational Needs (SEN) 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.

To support children with Special Educational Needs our aims are:

- To ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs and their abilities.
- To develop self-esteem and positive attitudes towards school and learning.
- To enable pupils to monitor their own learning and become independent learners.
- To develop a partnership with parents/carers in order that their knowledge, views, and experience can assist us in assessing and supporting their children.
- To involve parents/carers and other outside agencies (e.g. Department of Education and Skills, HSE professionals) in supporting children's learning.
- To recognise the key role of Class Teachers.
- To establish specific models of support that are specifically designed to enhance learning and to prevent/reduce difficulties in learning.
- To ensure that our duties, as set out in The Education Act 1998, Equal Status Act 2000, Education Welfare Act 2000 and Education for Persons with Disabilities Act 2004, are fully met, to enable pupils with special educational needs to participate in all activities in the school.
- To identify pupils with special educational needs as early as possible.
- To provide a staged approach in order to match educational provision to pupil's needs through the Continuum of Support.
- To use our resources as efficiently and fairly as possible when assessing and meeting the special educational needs of our pupils.

Castlebar Educate Together National School is committed to providing the best possible educational service to children with Special Educational needs.

To ensure this, we require:

- A close level of co-operation between Parents/Carers, Class Teachers, Special Education Teachers, Additional Needs Assistants (ANAs) and any other school personnel assigned to support the pupil/s.
- Copies of the most recent psychological and medical reports prior to enrolment. These will be treated with the utmost confidence at all times. Copies of all relevant assessments and reports should be supplied to the school as these become available, on an ongoing basis.
- An understanding from parents/carers that our responsibility is primarily to all children in our care, and therefore, if it becomes apparent to teachers and parents/carers that the integration of an individual child with special educational needs is having an ongoing adverse effect on the education of the other children, and it is not possible to meet the needs of the child with Special Educational Needs, the Board of Management reserves the right to review the enrolment of the individual child.



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This would be done in consultation with the child's teacher and parents and may involve consulting the school's Code of Behaviour, or the making of a referral to a more appropriate setting.

Roles and Responsibilities

Board of Management:

The BOM oversees the development, implementation and review of school policy on SEN. They also ensure that adequate classroom accommodation, secure storage space and effective teaching resources are provided.

Principal:

The Learning Support Guidelines (2000, P.39) outlined the principal has overall responsibility for SEN procedures and practices in the school. The new allocation model states the principal's leadership role is central and includes the following; The school principal should

- implement and monitor the school's Additional Needs policy on an on-going basis
- assign staff strategically to teaching roles, including special education (SET) 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
- assign responsibility for coordinating additional support to an identified teacher (i.e. SENCO)
- communicate with the SENCO (Special Education Needs Organiser)
- oversee a whole school assessment and screening programme
- allocate time within the school timetable for the SET team to plan and consult with teachers, parents/guardians and the child, where appropriate.
- inform staff about external agencies and provide information on continuing professional development in the area of SET
- meet with parents regarding any concerns about their child and update them regarding their progress

SEN Co-ordinator:

SEN co-ordinator (SENCO) should:

- communicate with the principal in relation to SEN matters on an on-going basis
- liaise with external agencies about the provision for pupils with additional needs
- liaise with the NEPS psychologist, the SET team and class teachers to prioritise children for psychological assessments (NEPS)
- liaise with SEN Class Co-ordinators to identify, support and monitor children with additional needs
- co-ordinate regular SET team planning meetings to ensure effective communication and support for children with additional needs
- collaborate with the SET team in creating timetables for additional support
- meet with parents regarding any concerns about their child, advise parents on procedures for availing of special needs services and update them regarding their progress



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- co-ordinate the whole-school standardised testing at each class level
- co-ordinate the screening of pupils for additional support, using the results of standardised tests
- select children for external diagnostic assessment, where parental permission has been sought and granted
- oversee the tracking system of test results on password-protected Aladdin software to monitor the progress of pupils
- maintain lists of pupils who are receiving additional support

Class Teacher:

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

- implement teaching programmes which optimise the learning of all pupils and, to the greatest extent possible, prevent the emergence of learning difficulties
- create a positive learning environment within the classroom
- differentiate teaching strategies, approaches and expectations to the range of experiences, abilities, needs and learning styles in their class
- administer and correct standardised tests of achievement in literacy and numeracy, following the school's guidelines
- discuss outcomes of standardised testing with the Special Education Teacher to assist in the selection of children for supplementary teaching
- meet with parents regarding any concerns about their child and update them regarding their progress
- gather information and assess children presenting with needs to inform teaching and learning using the Continuum of Support
- open a Pupil Support File once additional needs have been identified and require classroom support
- develop hard copy classroom support plans for children in receipt of classroom support. Hard copy templates can be found in the appendix
- meet with parents regarding any concerns about their child
- meet with Special Education Teachers, parents/guardians and other staff members to identify priority learning goals for each pupil in receipt of School Support Plus and who require an Individual Education Plan
- collaborate with Special Education Teachers and relevant staff to develop an Individual Education Plan (IEP) for each pupil in receipt of School Support Plus
- regularly meet with Special Education Teachers, relevant staff and parents to review IEPs
- where applicable, collaborate with the SET 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 SEN within the class(es) to which they are assigned



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Special Education Teacher (SET)

The SET teacher should:

- familiarise themselves with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of need
- assist in the implementation of a broad range of whole school strategies aimed at prevention and early intervention
- meet with class Teachers, parents/guardians and other staff members to identify priority learning goals for each pupil in receipt of School Support Plus and who require an Individual Education Plan (IEP)
- collaborate with class teachers and relevant staff to develop an Individual Education Plan for each pupil in receipt of School Support Plus
- regularly meet with class teachers, relevant staff to review IEPs
- meet twice a year with class teachers, relevant staff and parents to review IEP (mid-October and End of February).
- update and maintain planning and progress records for each individual or group of pupils in receipt of school support
- provide supplementary teaching for literacy and numeracy on a withdrawal and in-class support basis
- support whole-school procedures for screening
- administer and interpret diagnostic tests and inform class teachers and parents of the outcomes
- meet with parents regarding any concerns about their child and update them regarding their progress
- offer support and advice to class teachers regarding pupils on their caseload
- provide necessary information to a SEN pupil's receiving school once a transfer letter has been received

Special Needs Assistants:

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

The SNA should

- support the needs of pupils in effectively accessing the curriculum
- engage with child and communicate any of the child's concerns to their class teacher and/or special education teacher
- contribute to the quality of care and welfare of the pupils
- support learning and teaching in the classroom
- attend where possible, relevant training courses/workshops to meet the needs of the child(children) they are working with
- attend IEP meetings and/or meetings with relevant professionals, when necessary
- ensure the safety of the SEN pupils in the schoolyard, and be present for the duration of the yard breaks along with the teachers on duty
- maintain a record of support provided to their SEN pupil
- accompany SEN pupil to supplementary lessons when appropriate



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Parents/Guardians:

Collaboration and sharing of relevant information between home and school are essential elements of our SEN policy. Parents/Guardians through their unique knowledge of their own children have much to contribute to their child's learning. Parent/Guardian should:

- share any information, reports or reports pending from health professionals, and/or concerns regarding their child's development. Copies of professional reports should be provided to the school at the enrolment stage or when they become available
- support the work of the school and keep the class teacher informed of the progress and challenges they observe in their child's learning
- attend meetings arranged by the class teacher or SET team
- support the targets outlined in their child's support plans and engage in all suggested home-based activities
- inform the post-primary school of their child's needs at the transition stage

Pupils:

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

- be given the opportunity to contribute to the setting of the medium and short-term learning targets
- become familiar with the targets that have been set for them
- develop 'ownership' of the skills and strategies that are taught during supplementary teaching and learn to apply these learning strategies and skills to improve their own learning
- contribute to the evaluation of their progress by participating in appropriate assessment activities, including self- assessment

Identifying Pupils with Additional Needs

Continuum of Support

The Class Teacher and Special Education Teacher will facilitate the inclusion of pupils with special educational needs in all aspects of the curriculum at their own ability levels. This could include in-class support and/or individual teaching related to Personal, Social and Emotional development, Communication and Language development or Literacy/Numeracy. Relevant school personnel will be made aware of the special educational needs of the pupils and of the strategies necessary to integrate them in all aspects of school life.

The SEN Team will adopt the Continuum of Support approach to intervention. The Continuum of Support guidelines encompass a problem-solving approach to understanding and developing interventions for pupils experiencing a range of learning, behavioural, emotional or social difficulties. The needs of pupils with special educational needs can be best considered in terms of a continuum and therefore the support given is also based on a continuum. The Continuum of Support enables schools to identify and respond to needs in a flexible way. This means that needs can be responded to as early as possible. Of course, the principle that pupils with the greatest level of need have access to the greatest levels of support is of primary importance. This approach is also supported by information and engagement with external professionals, as required.

We aim to collect evidence about pupils' educational needs at each level of the Continuum of Support. This evidence can then be used to adapt teaching, to plan the next steps in pupils' learning and to gauge their



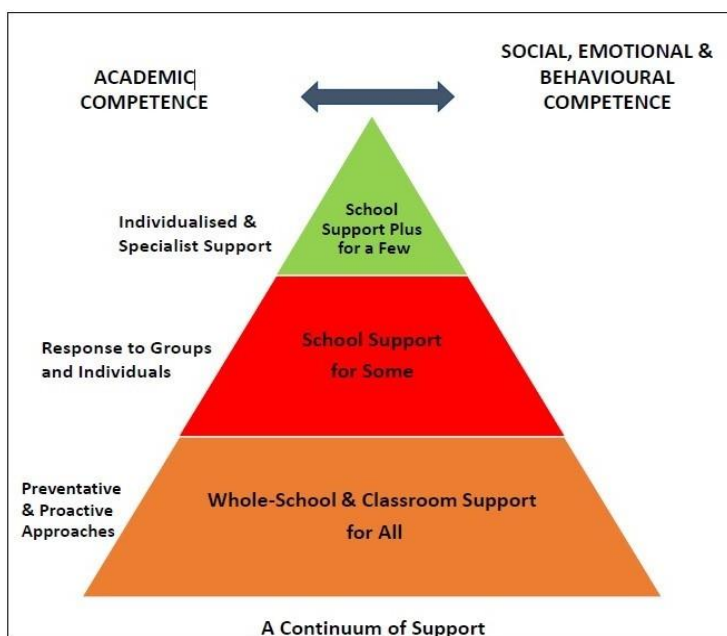
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responses to interventions. When data is carefully collected, shared and compared, the SEN team can identify and respond to all those pupils who have special educational needs.

All children will require written consent from Parents/Guardians to be withdrawn from class to avail of Special Education Teaching. This will be sought at enrolment. Parents/Guardians must communicate their wishes in writing should they not permit their child to avail of Special Education Teaching.

Following a review, and in consultation with relevant Class Teachers and Parents/Carers, supplementary teaching may be discontinued and deployed elsewhere throughout the school. Children will continue to be monitored by the Class Teacher and SEN Teacher. This is detailed in the Staged Approach.

The Continuum of Support suggests the following levels of support:



STAGE 1 CLASSROOM SUPPORT

Classroom Support is the most common, and typically the first response to emerging needs. It is a response for pupils who have distinct or individual educational needs and who require approaches to learning and/or behaviour which are additional to or different from those required by other pupils in their class. Problem-solving at this level typically begins when a parent or teacher has concerns about an individual pupil. The teacher and parents discuss the nature of the problem and consider strategies which may be effective. Classroom Support incorporates the simple, informal problem-solving approaches commonly used by class teachers to support emerging needs.

STAGE 2 SCHOOL SUPPORT

In some cases, interventions at classroom support level are not enough to fully meet the pupil's special educational needs. School Support may, therefore, be required. The class teacher needs to involve the Special



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Education Teacher (SET) in the problem-solving process at this point and it involves more systematic gathering of information and the development and monitoring of a School Support Plan.

STAGE 3 SCHOOL SUPPORT PLUS

If a pupil's special educational needs are severe and/or persistent, they are likely to need intensive support. School Support Plus will generally involve personnel outside the school team in the problem solving, assessment and intervention process. However, the information from Classroom and School Support work will provide the starting point for problem- solving at this level. Classroom support and school support will continue to be an important element of his/her individual education plan.

The flow diagrams below outline how we gather information to identify needs and support children with additional needs. A more comprehensive explanation of each stage can be found in the Continuum of Support – Guidelines for teachers

https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps_special_needs_guidelines.pdf

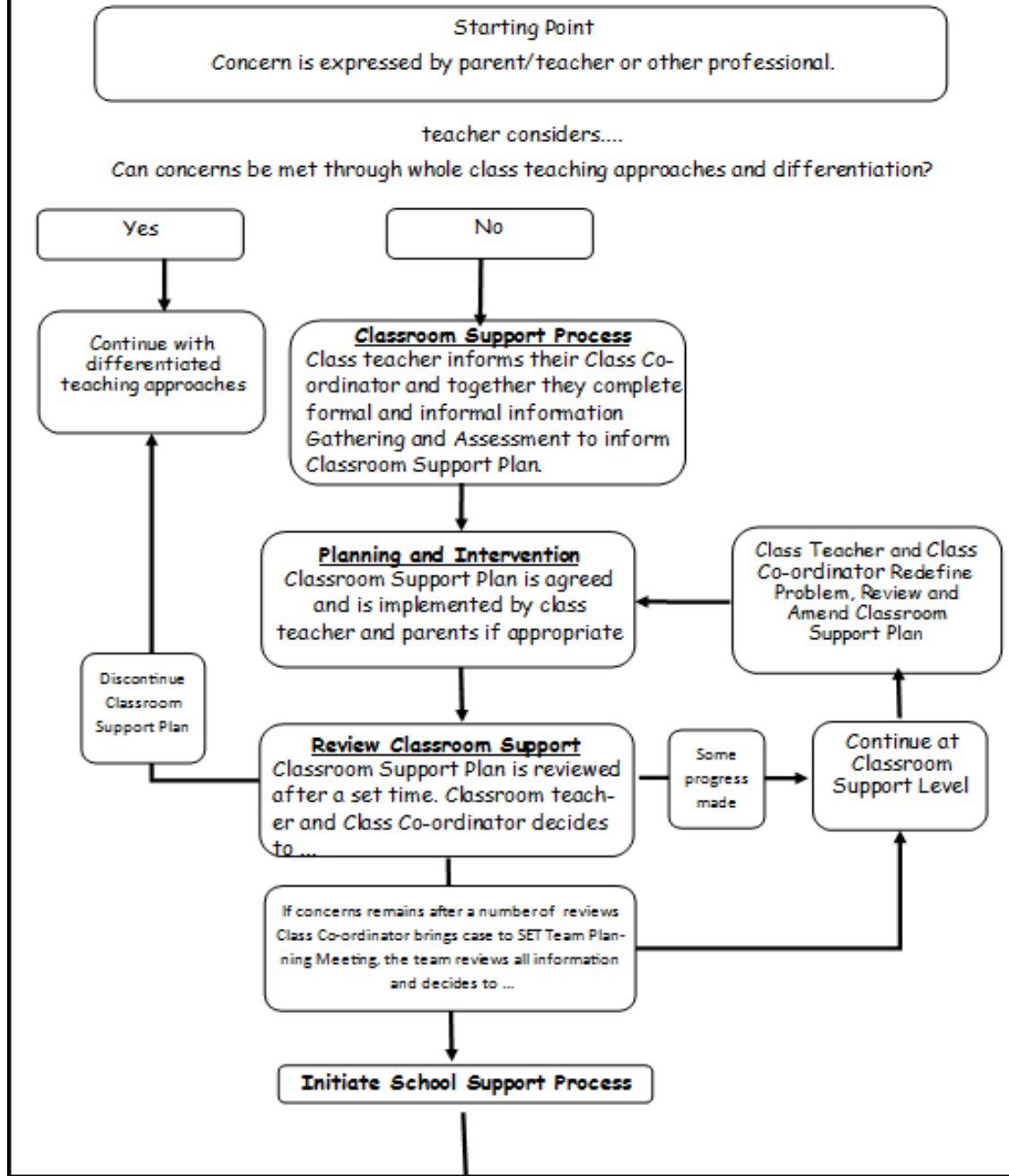
*NEPS – moving away from diagnostic and more advisory. External agencies may recommend NEPS involvement and will discuss this under 'needs analysis' with our NEPS Psychologist.



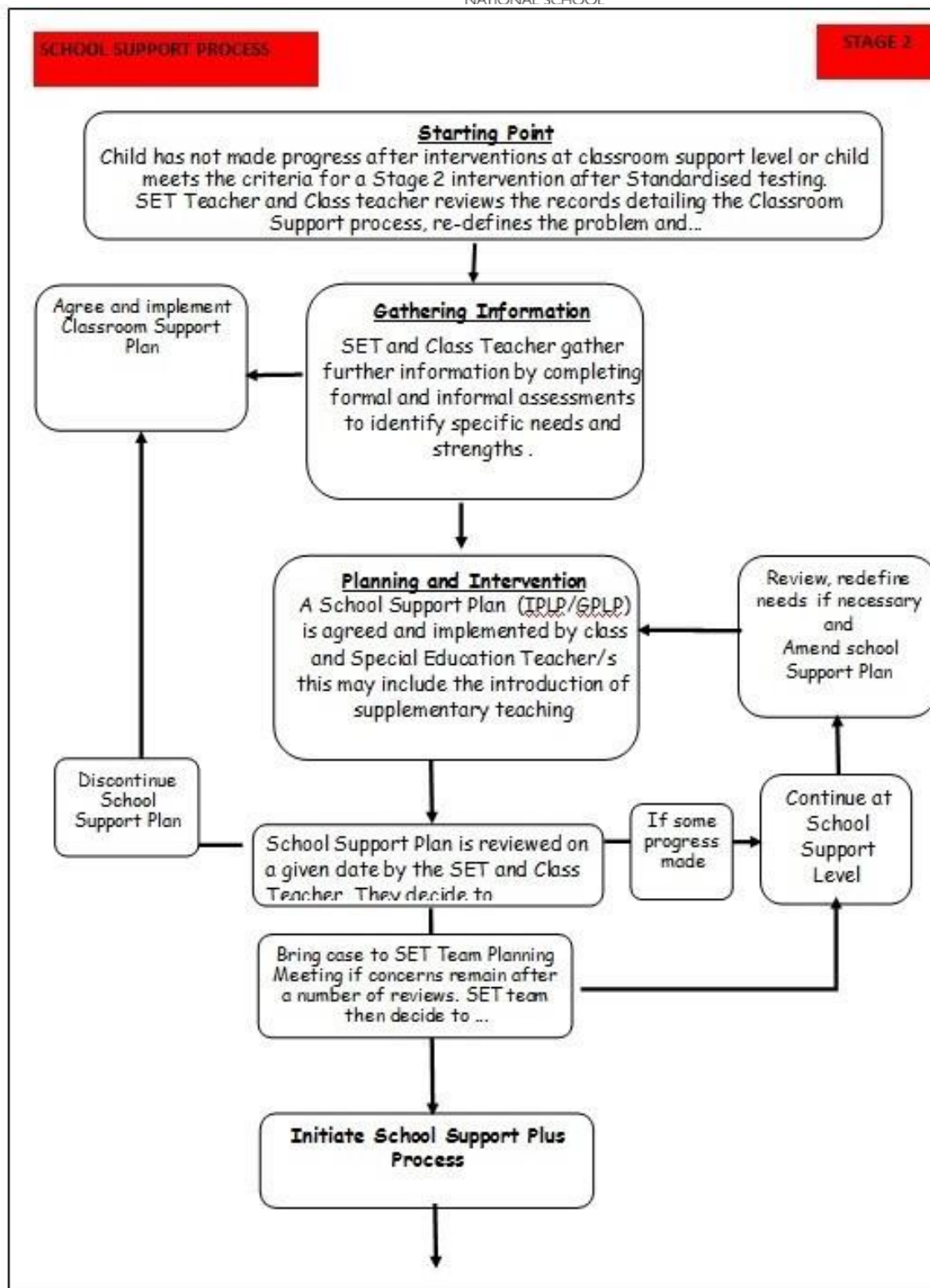
While most pupils' initial needs should be met through classroom based interventions, a small number of pupils may arrive at school with difficulties that are more significant or which are immediately recognised. In such cases, it may be more appropriate to begin with a School Support or School Support Plus Plan. Most of the pupils to whom this applies will be new to the school. However it may also apply for some pupils following an event which impacts significantly on them in school.

CLASSROOM SUPPORT PROCESS

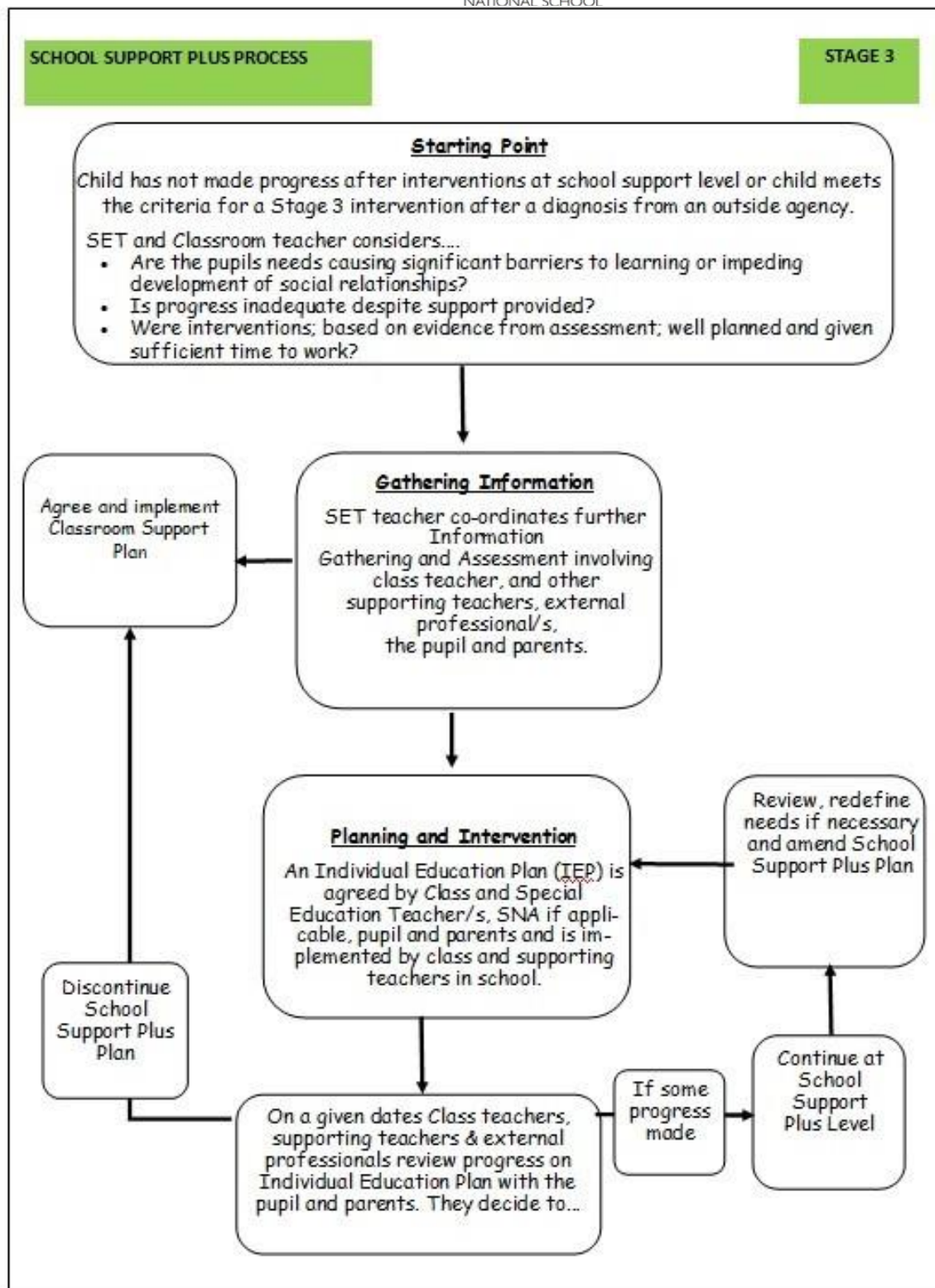
STAGE 1



*adapted from NEPS Continuum of Support. For more detailed steps see page 12 - 15 of the continuum of support - Guidelines for teachers



*adapted from NEPS Continuum of Support. For more detailed steps see page 22 - 25 of the continuum of support - Guidelines for teachers



*adapted from NEPS Continuum of Support. For more detailed steps see page 32 - 35 of the continuum of support - Guidelines for teachers

Information Gathering 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 of work and teacher-designed tasks and tests. The



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information gathered enables the teacher to plan learning experiences based on the appropriate objectives from the curriculum.

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, models of in-class support.

Assessment and Screening Tests:

In our school we carry out the following assessment procedures:

- Junior Infants: Observation, Checklists, BIAP
- Senior Infants: Observation, Checklists, MIST
- 1st class: Observation, Checklists, Micra T, Sigma T, NNRIT/NVRT (if necessary)
- 2nd class: Observation, Checklists, Micra T, Sigma T
- 3rd class: Observation, Checklists, Micra T, Sigma T
- 4th class: Observation, Checklists, Micra T, Sigma T, NNRIT/NVRT
- 5th class: Observation, Checklists, Micra T, Sigma T
- 6th class: Observation, Checklists, Micra T, Sigma T

As a school, we also carry out the NNRIT/NVRT with children scoring on or below the 12th percentile in the Micra T in classes 2nd- 6th or if they are new pupils to the school and were not tested in 2nd Class.

We continually review the assessments and screening tests that we use in order to balance the needs of our pupils and the need to provide information for appropriate support. Therefore, we may deviate from the above list prior to the review date.

Inventory of Test Materials

Screening Tests

- Belfield Infant Assessment Profile (BIAP)
- Middle Infant Screening Test (MIST)
- Micra T
- Sigma-T
- New Non- Reading Intelligence Test (NNRIT)
- Non-Verbal Reasoning Test (NVRT)
- Dyslexia Screening Test DTS-J
- YARC

Diagnostic Tests

We have access to the following tests for administration:

- Jolly Phonics Test
- LARR Reading Test
- Two Peas Phonological Awareness Assessment
- Non-Word Reading Test
- NEPS Word Test



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- YARC Early Years Assessment

Prevention and Early Intervention Strategies

Our strategies for preventing learning difficulties include:

- The development of agreed approaches to the teaching of 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 pupils 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 the SET.
- Promotion of literacy e.g. Print-rich environment, First Steps Literacy Programme, DEAR (Drop Everything and Read), USSR(Uninterrupted, Sustained Silent Reading).
- Promotion of Numeracy e.g. Ready Set Go Maths, Hands-on approach.
- Parental involvement in promoting literacy and numeracy e.g. Parent Volunteers in-class.
- Differentiation - adapting the learning environment.
- In-class support from the SET.
- Literacy Lift-Off/Team Teaching/Aistear.
- Withdrawing individuals/groups.

Meeting the Needs and Allocating Resources

Once pupils' needs have been identified, the Special Education Teacher (SET) is deployed to address these needs as required. We deploy the SET 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 children with additional needs are catered for.

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, heterogeneous grouping, 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.

At the end of each term the SET meets with class teachers and they review children's needs, taking into account any feedback from the children, the resources in place and progress made, using the NEPS problem-solving model and the CETNS staged approach flow charts. The SET teacher and all class teachers meet termly to plan collaboratively for the next term.

We cross-reference the needs of pupils at School Support and School Support Plus levels and consider common needs that can be met by grouping, to ensure effective and efficient teaching and learning approaches.



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SELECTION PROCESS FOR ALLOCATING ADDITIONAL TEACHING SUPPORT

Stage 2 School Support (working in conjunction with our school EAL policy)	Group or Individual Profile and Learning Programme
<ol style="list-style-type: none"> 1. Pupils with significant additional educational needs. Pupils that require highly individualized and differentiated learning programmes to help access the mainstream classroom curriculum. 2. Prevention and Early Intervention Programmes (child-led play, infant activities and literacy lift off junior infant to 2nd). 3. Pupils on or under the 10th percentile in literacy standardised test. 4. Pupils on or under the 10th percentile in numeracy standardised test. 5. Pupils who are identified as having significant needs through a process of ongoing assessment and intervention as set out in the continuum of support process (DES, 2010). 	<p>Type of Support In-Class Support Team-Teaching Group Withdrawal Individual Withdrawal</p> <p>Personnel SET teacher Class Teacher</p>
Stage 3 School Support	Individual Education Plans
<ol style="list-style-type: none"> 1. Children with identified complex needs by an external professional such as a <ul style="list-style-type: none"> • Physical Disability • Hearing Impairment • Visual Impairment • Emotional Disturbance • Moderate General Learning Disability • Severe/Profound General Learning Disability • Autistic Spectrum Disorder • Assessed Syndrome 8. Specific Speech and Language Disorder/Impairment 	<p>Type of Support In-Class Support Team-Teaching Group Withdrawal Individual Withdrawal</p> <p>Personnel SET teacher Class Teacher Outside Agencies</p>



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Timetabling

When drawing up timetables it is important to remember that:

- timetables should be continually reviewed
- children should not miss the same subject each time they are withdrawn
- if a pupil is unavailable for their supplementary session due to special circumstances, the Special Education Teacher will attempt to reschedule the session with the co-operation of another teacher.
- Interruptions to classes/classrooms should be kept to a minimum.

Training & Staff Development

Ongoing training and staff development will be offered to members of staff to support the implementation of this policy. This will be in the form of continuing professional development. The school will liaise with relevant agencies on an ongoing basis such as National Council for Special Education (NCSE), Middletown Centre for Autism, Oide, Down Syndrome Ireland, various Education Centres etc.

The attention of all newly appointed staff will be drawn to this policy upon their appointment to the school. All members of the staff will adhere to this policy.

Tracking, recording and reviewing progress

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

Student Support File

We use a Student Support File to plan interventions and to track a pupil's pathway through the Continuum of Support. It facilitates us in documenting progress and needs over time and assists us in providing an appropriate level of support to pupils, in line with their level of need. Our Student Support File is based on the NEPS template and is stored on Aladdin (School Database). 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 (See below)
- Checklists

A class teacher should open a Student Support File once a child is placed on Stage 1 –Classroom Support on the continuum. This is stored digitally on the server in Pupil Records on Aladdin and if, after a number of reviews, the child's case is moved to School Support, this information is then transferred to an orange folder and into the child's SEN file in the SEN filing cabinet stored in the staff room. It is the responsibility of the class teacher and the 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.



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Stage 1 – Classroom Support

A Support Plan at stage 1 is a Classroom Support Plan (CSP). This is a simple plan which is drawn up by the Class Teacher in collaboration with the SET 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. These will be completed in hard copy and stored in class teacher support folder.

Stage 2 – School Support

This plan is drawn up by the class teacher and SET. 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 classroom setting and complimented by focused school based intervention programmes. Depending on the nature of the needs and on the school context, additional teaching might 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

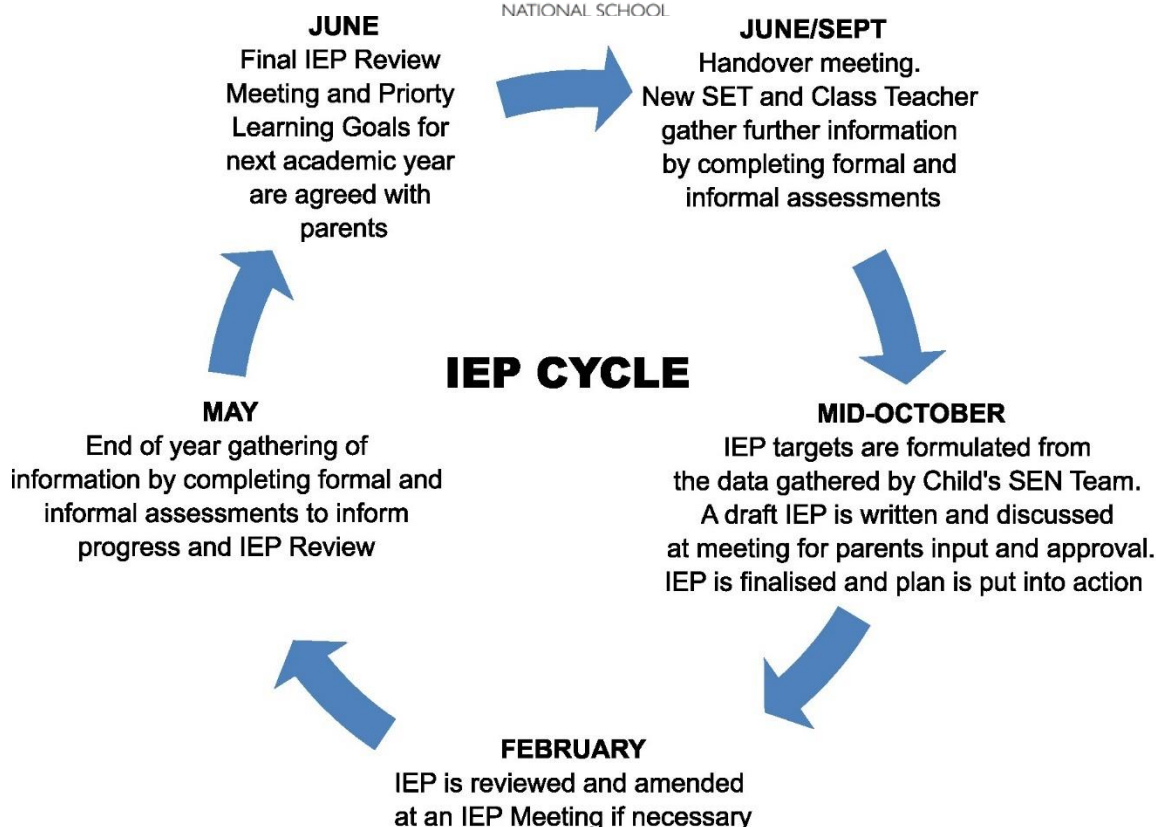
A Support Plan at stage 3 is an Individual Education Plan (IEP). This plan is drawn up by the class teacher and the Special Education Teacher, in consultation with the child's parents/guardians, professionals external to the school and (if appropriate) the child based on the information gathered. It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

IEP meetings are coordinated the Special Education Teachers. Parents will be invited to both IEP meetings-mid October and end of February and teachers will review in June.



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SEN Records

Individual SEN Files

All pupils' SEN files are stored in a locked filing cabinet in the staff room and read in the staff room. It is the responsibility of the SET to update and manage the files of the children on school support and school support plus that they support. It is the responsibility of the Class Teacher manage the SEN files of children on classroom support. The following should be stored

- Student Support File (digitally)
- Psychological Report (hard copy)
- Copy of referrals made to outside agencies
- Copy of reports from outside agencies
- Record of SEN meetings with parents, outside agencies and inter- school meetings
- Record of SEN correspondence between parents, outside agencies and school staff

Whole Class SEN Files

Whole class SEN records are stored in a locked filing cabinet in the Staff Room. It is the responsibility of the SET to manage and update these. The following should be stored digitally on Aladdin

- BIAP and MIST Results
- Whole class test results (SIGMA – T, Micra T, NNRIT)
- SEN children in receipt of interventions record sheets



CASTLEBAR EDUCATE TOGETHER
NATIONAL SCHOOL

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 SEN. When a place is offered to a child with SEN, every effort will be made to ensure that the supports to which the child is entitled to 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 SET is responsible for ensuring that both they and the pupil are visible through the glass panel in the door.
- Where pupils are withdrawn for support, the SET should decide if pupils are collected and returned under supervision or independently.
- 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.

Ratification and Communication

This revised policy was ratified by the Board of Management in October 2024.

Other relevant Policies:

- Exemption from study of Irish
- Behaviours of concern
- Intimate Care
- S.N.A. Policy

Implementation and Review

This policy will be implemented from November 2024. It will be reviewed in June 2030 by all staff at Castlebar Educate Together.

Signed: _____

Date: _____

(Chairperson)