



## **SEN Policy**

### **Guiding Principles:**

All of our children have a right to an education, which is appropriate to them as individuals. We want all of our children to feel that they are a valued member of our school community. As far as possible, therefore, it is our aim to minimise the difficulties that children may experience. We aim to achieve this by adopting three principles of inclusion that are essential to developing a more inclusive curriculum.

### **Inclusion:**

We are fully committed to the principle of inclusion and good practice, which makes it possible. Our policy as set out in this document, aims to enable children with SEN 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.

### **Three Principles for Inclusion:**

1. Setting Suitable Learning Challenges
2. Responding to Children's Diverse Learning Needs
3. Overcoming Potential Barriers to Learning and Assessment for Individuals and Groups of Children.

### **Enrolment:**

In relation to applications for the enrolment of children with special needs the Board of Management will request a copy of the child's medical and / or psychological report or where such a report is not available, will request that the child be assessed immediately. The purpose of the assessment report is to assist the school in establishing the educational and training needs of the child relevant to his/ her disability or special needs and to profile the support services required.

Following receipt of the report, the Board will assess how the school can meet the needs specified in the report. Where the Board deems that further resources are required, it will, prior to enrolment, request the Department of Education and Science to provide the resources required to meet the needs of the child as outlined in the psychological and or /medical report. These resources may include for example, access to or the provision of any or a combination of the following: visiting teacher service, special education teacher (SET), special needs assistant, specialised equipment or furniture, transport services or other.

The school will meet with the parents of the child to discuss the child's needs and the school's suitability or capability in meeting those needs. Where necessary, a full case conference involving all

parties will be held, which may include parents, principal, class teacher, special education teacher(SET) special class teacher, or psychologist, as appropriate.

Notwithstanding the availability of such resources, parents of children who are unsatisfied with the level of educational provisions in our school are advised to consider a special school which is designed and resourced to specifically cater for the needs of children with special education needs.

### **Early Intervention:**

We believe it is very important to identify and assess children with special needs as early as possible, so that effective interventions can be put in place as early as possible. Early intervention includes a strong focus on oral language, pre-reading/writing activities and further development of language and comprehension skills. It involves the development of mathematical procedures, concepts and skills. We prioritise support in Junior Infants to 2nd Class. Screening tests The Belfield Infant Assessment Programme (BIAP) is administered in Junior Infants during their second term in school. The MIST (Middle Infants Screening Test) is administered to all pupils in Senior Infants during the second term of the school year. Pupils who present with a score below a given point are selected to participate in the “Forward Together Programme”. The programme is run with the children by the Special Education Teacher. At the end of the 8-10 week programme, every participating child is retested (using MIST) to measure progress made as a result of this early intervention.

Why do we intervene?

We intervene when we feel children are not developing at the same rate as their peers. Some of the triggers that will cause us to intervene are as follows:

- Free play/yard time will be monitored for social interaction
- Teacher observation on yard and in class
- Results of BIAP, MIST, NNRIT and other assessment tests
- If after differentiation and the implementation of alternative strategies hasn't worked then the SET team may become involved.

### **Identifying children who need extra support:**

#### **Continuum of Support**

We use the Continuum of Support Framework set out by the Department of Education 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.

The Staged Approach consists of three levels. These are Classroom Support, School Support and School Support Plus.

### **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, SET Co-ordinator 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. If standardised test results and teacher observation indicate this to be the case, School Support may, therefore, be required. The class teacher involves the Special Education Teacher Team (SET Team) 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. Where progress is such that the child is no longer giving cause for concern, the child will revert to the usual differentiated curriculum available to all children.

### **STAGE 3 SCHOOL SUPPORT PLUS**

If a pupil's special educational needs are **severe and/or persistent**, they are likely to need intensive support. If interventions at classroom support and school support levels are not enough to fully meet the child's special education needs, a School Support Plus plan is required. School Support Plus will generally involve personnel outside the school team in the problem solving, assessment and intervention process. An assessment may be arranged at this point from a relevant and suitably qualified professional to provide more information to help the school and parents to meet the needs of the child. If the child is assessed as having care needs then an application will be made to the SENO for SNA support. Where it is recommended that a child requires specialised equipment the school will make an application for this equipment and arrange for the use of this equipment to be demonstrated to the relevant staff. 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.

#### **Language Support:**

The principal objective of the school's language support programme is to integrate the pupil as quickly as possible into the practices of the mainstream classroom. Language proficiency is based on four separate skills; listening, speaking, reading and writing. It is important that assessments be carried out on all appropriate skills.

Pupils are identified for initial language support by carrying out basic assessments using the "Initial Interview Assessment for New Pupils" (available in the Up and Away Programme Pg 21). If a pupil's level is less than B1, the Support Team deems them eligible for extra support.

Further assessments are carried out after a period of intervention. When a pupil achieves level B1 in all language skills they can be released by the Support Team.

### **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 a template is stored on the school server. All support files 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 opens a Student Support File once a child is placed on Stage 1 –Classroom Support on the continuum. This is stored as a paper copy in the class teacher’s assessment folder. At the end of the year, a copy of the information gathered is moved to the Child’s file in the office.

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***

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 team ,if required,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 includes a review date. This is usually at the end of a school term.

### ***Stage 2 – School Support***

A Support Plan at stage 2 is a **School Support Plan** (old IPLP). This plan is drawn up by the class teacher and appointed SET 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 complimented by focused school based intervention programmes. Depending on the nature of the needs and on the class context, additional teaching will 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 a **School Support Plus Plan (old IEP)**. 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

### **Assessment Calendar**

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 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 (CSP, SSP and SSP)

Class teachers administer and correct Standardised Assessments. The school uses the Belfield Infant Assessment Profile, Middle Infant Screening Test, QUEST, SIGMA-T and MICRA-T (1st-6th Class). The New NRIT is administered in 1<sup>st</sup>, 3<sup>rd</sup> and 5th Class. NVRT will be administered in Nov of 2<sup>nd</sup> and 4<sup>th</sup> Class. The results of these assessments are communicated to parents. The Assessment results are given in the pupil's end of year report. Parents will receive a Sten score for each standardised assessment along with an explanation of the result. Sten scores range from one to ten.

**Sept :** Junior Infants: Gather any new Information from parents and follow up with pre-schools on any queries.

1<sup>st</sup> class Quest Screening (Quest diagnostic in Maths and English)

**Oct :** (JI – 6<sup>th</sup>) Busy at Maths Halloween Assessment – results collected and stored with SIGMA-T scores

1<sup>st</sup>-6<sup>th</sup>: Standardised spelling test

**Nov:** 1<sup>st</sup>, 3<sup>rd</sup> and 5<sup>th</sup> NNRIT

2<sup>nd</sup> and 4<sup>th</sup>: NVRT

**Dec:** (JI – 6<sup>th</sup>) Busy at Maths Christmas Assessment – results collected and stored with SIGMA-T scores

**Jan:**

Junior Infants: Belfield Infant Assessment Profile (BIAP) end of Jan/start of Feb.

(To be administered in the second half of a child's first year in primary school)

**Feb:** (JI – 6<sup>th</sup>) Busy at Maths Midterm Assessment – results collected and stored with SIGMA-T scores

**March:** Senior Infants MIST

(Forward Together Programme for selected children)

**April:** (JI – 6<sup>th</sup>) Busy at Maths Easter Assessment – results collected and stored with SIGMA-T scores

**May:** (1<sup>st</sup> – 6<sup>th</sup>) Micra T

(1<sup>st</sup> – 6<sup>th</sup>) Sigma T

**June:** (JI – 6<sup>th</sup>) Busy at Maths Summer Assessment – results collected and stored with SIGMA-T scores

### **Assessment used in Learning Support /Resource**

BPVS111 British Picture Vocabulary Scale

YARC York Assessment of Reading for Comprehension

Aston Index (Schonell Word Reading and Spelling)

NARA11 Neale Analysis of Reading Ability

RAIN Sentence Reading Test

NGRT – New Group Reading Test

### **Recording of Assessment Results:**

All standardised test results and Bust at Maths Assessments results are recorded annually and stored on our school server and in paper format in an Assessment folder in a filing cabinet in Room 1.

### **Allocation of 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, 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 SEN team meet class teachers and review children's needs, the resources in place and progress made using the Continuum of Support problem-solving model of assessment

### **Review of needs:**

**Transition to Post Primary:** 6<sup>th</sup> Class teacher arranges for the Education Passport to be filled in by parents and pupils along with filling out an end of year report. These are then forwarded to the



relevant school on request, once a child has enrolled in the school. When requested by the relevant secondary school, our 6<sup>th</sup> Class teacher will meet a teacher from the secondary school to discuss each pupils transition to post primary.

**Irish Exemption:** these are granted as per Circular 0052/2019.

#### **Data Protection and Sharing of Information:**

Information about each child in the school is stored in their file in a locked filing cabinet. Parents are entitled to access to this at any time. This information is available to any staff member who is dealing with a given child. Parental permission will be sought before we share any information with any outside agency who may be involved with the child unless there is a legal requirement on the school to disclose the information prior to parental consent being sought.

#### **4.0 Roles and Responsibilities.**

The role of supporting learning is a collaborative responsibility shared by all of the school

community:- The Board of Management; Principal Teacher; Class Teachers; Support Teachers; Special Class Teachers; SNAs; Parents; Pupils and External Bodies & Agencies. It is important that everyone contributes to the implementation of our school plan on SEN Provision.

#### **4.1 Role of the Board of Management.**

The Board of Management shall: (subject to resources available)

Oversee the development, implementation and review of the SEN policy.

Ensure that satisfactory classroom accommodation is provided for the Special Education Teachers.

Ensure that teaching resources are provided for the Support Teachers.

Provide adequate funds for the purchase of SEN materials.

Provide secure facilities for the storage of records relating to pupils in receipt of SEN.

#### **4.2 Role of the Principal Teacher.**

*“The principal teacher has overall responsibility for the school’s learning-support programme*

*and for the operation of services for children with special educational needs”.* (Learning- Support Guidelines, p.38). The Education Act (1998) and the EPSEN Act (2004) have all reiterated this responsibility, along with Circular 13/17 and the accompanying Guidelines.

The Principal Teacher is required to:

- Assume overall responsibility for the development and implementation of the school's
- policies on special needs in co-operation with the Support Teachers.
- Work with teachers and Parents in the development of the school plan on learning-support and special needs.
- Monitor the implementation of the school plan on SEN and special needs on an ongoing basis.
- Organise at least one cluster meeting per annum with the Principals of shared schools, if we are part of a cluster. Monitor the selection of pupils for supplementary teaching, ensuring that this service is focused on the pupils with very low achievement.
- Oversee the implementation of a whole-school assessment and screening programme to identify pupils with very low achievement and learning difficulties so that these pupils can be provided with the support they need.
- Keep teachers informed about the external assessment services that are available and the procedures to be followed for initial referrals.
- Help teachers to increase their knowledge and skills in the area of learning-support.
- Encourage and facilitate staff members to attend CPD courses.
- Liaise regularly with the Support Teachers.
- Arrange classroom accommodation for Support Teachers.
- Arrange for the provision of SEN funding and resources.
- Organise and co-ordinate the construction of Support Plans. Ensure that individualised planning takes place.
- Ensure that pupils who have been allocated SEN provision receive it.
- Organise the funding and provision of appropriate assessment tests.
- Complete application forms for outside agencies such as NCSE; NEPS; CAMHS etc...
- Maintain a list of pupils who are receiving supplementary teaching and / or special educational services.
- Co-ordinate the caseloads / work schedules of the Support Teachers.
- Oversee and organise the implementation of a tracking system at whole-school level to monitor the progress of children with learning difficulties.
- Advise Parents on procedures for availing of special needs services.
- Liaise with external agencies such as psychological services to arrange assessments and special provision for pupils with special needs.
- Co-ordinate and organise SNAs' work and timetabling.
- The 2017 Guidelines add the following:
  - *"The Learning Support Guidelines (2000, p.39) outlined the principal teacher's overall responsibility for the education of children with special educational needs. Under the new allocation model the principal's leadership role is central and includes the following:*
    - *Developing inclusive whole-school policies and monitoring their implementation*
    - *Assigning staff strategically to teaching roles, including special education roles*
    - *Co-ordinating 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*
    - *Ensuring that effective systems are implemented to identify pupils' needs and that progress is monitored methodically*

- Our Deputy Principal coordinates SEN in our school with the principal.
- *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.*

*Depending on the school's size and context, some of these actions will be delegated to teams or other members of staff while the principal retains overall responsibility for the school's provision for pupils with special educational needs" (p. 23).*

### **SEN Co-ordinator:**

SEN co-ordinator:

- communicates with the principal in relation to SEN matters on an on-going basis
- liaises with external agencies about the provision for pupils with additional needs
- liaises with the NEPS psychologist, the SET team and class teachers to prioritise children for psychological assessments (NEPS)
- liaises with SET team to identify, support and monitor children with additional needs
- co-ordinates regular SET team planning meetings to ensure effective communication and support for children with additional needs
- collaborates with the SET team in creating timetables for additional support
- meets with parents regarding any concerns about their child, advise parents on procedures for availing of special needs services and update them regarding their progress
- co-ordinates the screening of pupils for additional support, using the results of standardised tests
- selects children for external diagnostic assessment, where parental permission has been sought and granted
- maintains lists of pupils who are receiving additional support
- updates and maintain testing records in assessment folders for the whole school each year
- where requested by the class teacher, meets parents to discuss moving a child from classroom support to school support or when referring to an outside agency
- communicates with the SET team regarding any concerns raised by class teachers at SET team planning meetings
- liaises with external agencies about the provision for pupils with additional needs

### **4.3 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 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 SET team 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 classroom support plans for children in receipt of Classroom Support
- collaborate with staff to develop School Support Plans( old IPLP) and School Support Plus Plans (old IEP) for each pupil in receipt of School Support and School Support Plus.
- 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
- regularly meet with Special Education Teachers, relevant staff to review Support Plans
- 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

### **Communicating with Parents:**

It is accepted practice for Class Teachers to consult with the Parents of all pupils in the class from time to time. However, for Parents of pupils who are in receipt of supplementary teaching, additional time should be devoted to consultation and collaborative planning.

In the case of each pupil who has been identified as experiencing low achievement and / or a learning difficulty following administration of an appropriate screening measure, the Class Teacher should:

- Make Parents aware of concerns about their child's progress.
- Outline the support that is available to pupils who experience low achievement and / or learning difficulties (Classroom Support / School Support or School Support Plus).
- Inform Parents that a meeting with the Support Teacher(s) and / or the Class Teacher will follow diagnostic assessments.
- Class teacher should attend the meeting between the pupil's Parents and the Support Teacher(s).

- Collaborate with Parents and Support Teachers on the formation of a Support Plan.
- Indicate to Parents how the pupil's class programme will be modified in order to achieve the agreed learning targets in the pupil's Support Plan.

#### **4.4 Role of the Special Educational Needs (SEN) Teacher (Support Teacher).**

The SET teacher:

- familiarises themselves with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of need
- assists in the implementation of a broad range of whole school strategies aimed at prevention and early intervention
- collaboratively develops School Support Plans for each pupil selected for school support teaching with class teachers and other staff
- meets 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 a School Support Plus Plan
- collaborates with class teachers and relevant staff to develop an School Support Plus Plan for each pupil in receipt of School Support Plus
- regularly meets with class teachers, relevant staff to review Plans
- meets twice a year with class teachers, relevant staff and parents to review Plans
- updates and maintain planning and progress records for each individual or group of pupils in receipt of school support
- provides supplementary teaching for literacy and numeracy on a withdrawal and in-class support basis
- supports whole-school procedures for screening
- administer and interpret diagnostic tests and inform class teachers and parents of the outcomes
- meets with parents regarding any concerns about their child and update them regarding their progress
- co-ordinates class groups and offer advice and support to class teachers regarding pupils on their caseload
- discusses the needs and progress of children on their caseload at planning meetings
- provides necessary information to a SEN pupil's receiving school once a transfer letter has been received

#### **4.6 Role of the Special Needs Assistant (SNAs)**

The purpose of the SNA scheme is to provide for the significant additional care needs, which some pupils with special educational needs may have.

##### **1. Primary Care Needs SNA Tasks:**

An SNA's role is to carry out duties based on the Primary Care Needs of the pupil – see Circular 0030/2014 for details.

## **2. Secondary Care Associated Tasks (SNA Tasks):**

The following tasks are the type of secondary care associated tasks which SNAs will often perform, but only once they have been allocated on the basis of the primary care support tasks listed above. The indicative list of secondary associated tasks listed below is not definitive and is reflective of the tasks detailed in Circulars 08/02, 71/2011 and 0030/2014.

Write up PPPs in conjunction with class teacher and SEN team.

### **4.7 Role of Parents.**

*“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”* (2017 Guidelines: p. 23).

Parents should keep the Class Teacher informed of the progress that they observe in their child’s learning. They should also let the school know of any learning difficulties that they observe in their child at home. If, following diagnostic assessment, the child has been identified as requiring supplementary teaching, the Parents should attend a meeting with the Support Teacher to discuss:

- The results of the assessment
- The learning targets in the child’s Support Plan
- The ways in which attainment of the targets can be supported at home.
- Where a child is in receipt of supplementary teaching from the learning-support teacher, the Parents should:
  - Discuss their child’s progress with the Support Teacher at the end of each instructional term, and, in cases where supplementary teaching is to be continued, discuss the revised learning targets and activities in their child’s Support Plan.
  - At the discontinuation of supplementary teaching, discuss with their child’s teachers how the child’s future learning needs can continue to be met at school and at home.
  - Model involvement in language, literacy and mathematical activities at home by engaging in and talking about these activities.
  - Work on agreed Targets at home.

When we identify a child as having SEN we expect the child’s parent to help us to explore all possibilities to help the child to achieve their potential. Any parent who refuses our support or refuses to access School Support/School Support Plus or SNA support will have to sign a disclaimer saying they understand that the school has offered support and that they are turning it down.

#### **4.8 Role of Pupils.**

*"The involvement of pupils in the development, implementation and review of their own learning programmes is an important principle underlining effective supplementary teaching" (Learning-Support Guidelines, p.54). "Good engagement and participation in their own education has many associated benefits for pupils. This is particularly important for pupils with special educational needs and can help enhance their academic and social and emotional outcomes" (2017 Guidelines: p. 24).*

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

- Outline his / her interests, aspirations, strengths.
- Contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment.
- Contribute to their Support Plan.
- Become familiar with the medium and short-term learning targets that have been set for them and they should be given the opportunity to contribute to the setting of such targets.
- 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.

#### **4.9 Role of External Bodies and Agencies.**

*"Support and guidance is available to teachers from external professionals such as NEPS*

*Psychologists, Special Education Needs Organisers (SENO), the NCSE Support Service, the Inspectorate, and allied health professionals. It is important that schools have established procedures / protocols for liaising with these services and bodies in order to optimise the quality of provision for pupils with special educational needs at the individual, group or whole-school level. This is especially important for those pupils with more significant and enduring needs who benefit from a multi-disciplinary approach to identification of need and the development of interventions.*

*The needs of many pupils span both health and education services. Health services (HSE and HSE-funded services) will continue to play an important role in early identification, assessment and diagnosis, intervention and review for pupils with special educational needs. It is important that schools are familiar with the range of health services in their locality, including referral pathways. Co-ordination is enhanced when schools liaise with and contribute to health-led assessment and delivery of interventions and when they facilitate meetings between parents and various support services. Schools should endeavour to incorporate relevant recommendations from health professionals in developing support plans at each level of the Continuum of Support" (2017 Guidelines: p. 25).*

This policy was ratified by The Board of Management on 17/1/2018.

This policy was reviewed by the Board of Management on 2/11/2020 and again on 10/10/2022

Signed:

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Fiona Twomey

Chairperson