



**Presentation Primary
School
Clonmel**

S.E.N Policy

Presentation Primary School ,Clonmel
Learning Support and Special Educational Needs (SEN) Policy

1. General principles

This school is committed to providing optimal learning experiences for each student to access a broad and balanced curriculum, in ways that maximise opportunities for students with learning needs to learn within the classroom, alongside peers. This inclusive approach recognises each individual pupil's right to develop a secure sense of belonging and sense of identity, in relation to:

- their class group
- the team of adults working with their class
- their school.

Effective learning programmes will be based on the following principles:

- Early screening and intensive early intervention to prevent failure
- Three-stage approach to assessment and intervention
- Structured programmes based on clear evidence from assessment
- Student and parental involvement in assessment and programme planning
- Teacher collaboration through team teaching
- Direction of resources towards pupils in greatest need.

2. Aims

The S.E.N. policy aims to:

- Ensure that the pupils with the greatest levels of need have access to the greatest level of support
- Establish early screening and intervention programmes to prevent/reduce difficulties in learning
- Support students with learning needs to develop self-esteem and positive attitudes about school, learning and socialisation
- Enable pupils with learning difficulties to achieve optimum levels of proficiency in literacy and numeracy, before leaving primary school.

Subsidiary aims:

- To enable students to participate in the full curriculum for their class level
- To promote student involvement in their own learning through co-operative and active learning opportunities (paired work, ability

and mixed ability group work, cross-age tutoring), thus encouraging students to become independent learners

- To maximise in-class support using teamteaching approaches
- To involve parents/guardians in supporting their children's learning through effective parent-support programmes
- To liaise with other agencies to support SEN students.

3. Direction of resources towards pupils in greatest need

In allocating resources, priority will be given to:

1. Children with significant, enduring and complex needs
2. Early intervention programmes Junior Infants- Rang 2
3. Children who have recently arrived to our school with no English.
4. Children scoring at or below the 12-15th percentile on a standardised test in English
5. Children scoring at or below the 12/15th percentile on a standardised test in maths

4. Team teaching and Station Teaching

Team teaching is a collaborative and flexible approach to delivering supplementary teaching that focuses on:

- Maximising class-based support opportunities for students with learning needs
- Maximising the use of teacher time and school resources in supporting students.

The focus of teacher collaboration is on:

- Involvement of students and parents/guardians in setting learning targets for literacy, numeracy, personal and social development, behaviour, and other subject areas where appropriate
- Adaptation of curriculum and differentiation of activities to meet the student's individual learning needs (See Differentiation, **Appendix 1**)
- Planning instructional activities
- Agreeing which teachers deliver which aspects of programme (class teacher/ special education teacher)
- Agreeing where the supplementary teaching takes place (in classroom/in another place)

- Regular monitoring and reviewing of instructional and organisational arrangements
- Regular monitoring/assessment and reviewing of learning targets and progress of pupils receiving supplementary teaching.

Consultation meetings will be timetabled before each 6 to 8 week intervention block and supervision arrangements put in place in order to facilitate this process. The focus of these meetings is as follows:

- Development/Review of pupils' Support Files and School Support Plans
- Development/ review of Behaviour Support plans and/or Personal Pupil Plans (with SNA when necessary)
- Organisation of teaching arrangements and responsibilities
- Planning for the following intervention block for literacy and numeracy or other areas such as social skills

5. Staged approach to addressing learning difficulties

A three-stage approach to assessment and intervention will be used as outlined in the NEPS *Special Education Needs: A Continuum of Support* document:

- Classroom support: Classroom Support Plan (Responsibility of Class Teacher)
- School support: Involvement of S.E.T team, Development of a School Support Plan (SET in consultation with class teacher and parents)
- School support plus: Involvement of external agencies, Development of a School Support Plus Plan (SET in consultation with class teacher and parents)
- Behaviour Support Plan – developed where necessary by Class Teacher in consultation with SET, parents and pupil (See NEPS guidelines “Special Educational Needs; A Continuum of Support”).
- Personal Pupil Plan – developed for pupils with care needs who have access to support. Lead by Class Teacher in consultation with SET, SNA, Parents and Pupil.

6. Roles and responsibilities:

Delivering an effective special education/supplementary teaching programme is a shared responsibility between students,

parents/guardians, board of management, principal, class teachers, special needs assistant, special education teacher team and external agencies.

Students

Students will be supported to take responsibility for their own learning, in an age-appropriate manner, by:

- Being helped to identify their own learning styles, and their own learning strategies based on their interests, experiences and skills
- Being involved in co-operative and active learning opportunities, including paired work, ability and mixed ability group work, cross-age tutoring.
- Encouraged to ask for help when they are experiencing difficulties in their learning
- Encouraged to engage in self-assessment
- Being supported to become more independent in their learning by being involved in meetings with staff and parents, setting their own learning targets and goals, and being active in monitoring their own progress.

Parents/guardians of children with SEN

Parents/guardians, with their unique understanding of their own child, have a crucial role to play in supporting their child's learning.

Parents/guardians are encouraged to contact the class teacher when they first identify that their child is experiencing difficulties in their learning.

In student-parent-teacher meetings, teachers will:

- Develop open, respectful and trusting relationships between the student, parent/guardian and teacher/s
- Give a clear message of support and encouragement to the student in his/her learning, by focusing on the student's interests and strengths as the basis for meeting the student's learning needs
- Hear how the student is experiencing school (class and playground), relationship with the class teacher/ other staff, friendships etc.
- Share understandings of the child's strengths and needs, interests, aptitudes, behaviour and motivation for learning
- Record SMART learning targets agreed with the student and parent/guardian (for school attendance, academic subjects, personal/personal development, behavioural etc)
- Parents are informed of the pupils School Support Plan and it is discussed with them at a meeting. Parents are asked to sign a copy

of the School Support Plan (and review in February). This file is then placed in the student's yellow file and stored in school.

- Give guidance to parents/guardians (or model) what approaches are used particularly with reading, writing and maths so that there is consistency between home and school.
- Encourage parents to carry out activities at home which support the plan

Board of management

The board of management will contribute to the implementation of the school learning support (SEN) plan. This will include discussing S.E.N. issues at meetings, providing resources and funding training, as required for staff.

Principal

The principal has overall responsibility for the operation of the school's S.E.N programme and the operation of services for SEN children. Part of this work involves ensuring that the teachers and parents/guardians of pupils who are selected for diagnostic assessment and supplementary teaching are enabled to fulfil their roles as outlined in the school plan. The principal will delegate certain responsibilities to other teachers.

The principal will:

- Consult regularly with class teachers and the learning support team in relation to SEN
- Monitor the selection of pupils for supplementary teaching, ensuring that this service is focused on pupils with greatest need
- Liaise with the Special Educational Needs Organiser (SENO)
- Support teachers to be well informed about the role of the external assessment services and the procedures to be followed in initiating referrals
- Support staff to avail of training opportunities that enhance learning support teaching in the school, including screening, diagnostic testing, preventative programmes, assistive technologies for example; Mata sa Rang, Literacy Lift Off, Incredible Years.
- Support staff to establish programmes to enable parents/guardians to become effectively involved in their child's learning support programme.

S.E.N. Co-ordinator

The S.E.N. co-ordinator will:

- Lead and manage the S.E. T. (Special Education Teacher) team

- Co-ordinate the prioritisation of needs process for all pupils with S.E.N. needs in line with the new model for S.E.N. provision
- Oversee all planning, target-setting, etc.
- Ensure that all parents of SEN pupils meet both class and SEN teachers in September/October and that there is genuine collaboration from the start.
- Research and introduce new methods, strategies, etc. (e.g. early intervention, different team teaching models, more in-class support for all pupils – where appropriate)
- Liaise with all class teachers re pupils in need of support
- Oversee annual standardised testing, ensuring all eligible pupils have been tested
- Print and file all standardised test results and oversee diagnostic testing.
- Complete applications for SNAs/assistive technology/all extra equipment for SEN pupils
- Oversee/make applications/referrals to all outside agencies
- Support other staff when meeting parents of pupils for referral to external agencies when necessary
- Keep up to date with developments in Standardised testing and Diagnostic testing
- Purchase all SEN resources/equipment/test materials
- Attend annual ILSA conference and organise relevant CPD for staff
- Assist principal in reviewing S.E.N. and Assessment Policies

Class teacher

The class teacher has primary responsibility for the progress of all pupils in her class, including SEN pupils. On the basis of observation, screening and discussion with a student and/or parent/guardian, the class teacher will focus on early identification of learning and/or social, emotional or behavioural difficulties. The first response to emerging needs will be to put in place an individualised Classroom Support Plan, ideally with a home-support plan. This is Stage 1/Classroom support level of SEN assessment and intervention. The teacher will maintain regular contact to keep parents/guardians informed and involved. When classroom level support is not enough to fully meet a child's needs, the class teacher will involve the learning support team (SEN School Support).

Special Needs Assistants

The role and responsibility of assistants are outlined in the school policy on special needs assistants (see school policy on special needs assistants).

Special Education Teacher

The main role of the S.E.T. team is to provide supplementary teaching to pupils who have been identified and selected for supplementary teaching as outlined in the priorities above. All members of the S.E.T. team may work with children with complex needs, the gifted child, literacy/numeracy needs, E.A.L. needs or Social, Emotional or behavioural needs as well as early intervention strategies.

The S.E.T. team will work closely with the S.E.N. coordinator, the principal and class teachers to achieve the following:

- Promote and monitor whole-school strategies, together with class teachers, to develop language, literacy, numeracy, positive behaviour, high self-esteem and motivation for learning
- Work to support all class teachers (Junior Infants to Rang 6) and parents/guardians in providing for children with learning and/or socialisation difficulties
- Administer diagnostic tests to pupils who need further assessment after screening tests
- Collaborate with class teachers to develop a School Support Plan for each pupil who is selected for supplementary teaching (SEN Stage 2)
- Plan for two instructional terms each year: Sept.- Jan. and Feb. – June, each broken into 6-8 week blocks
- Maintain a weekly/fortnightly planning and progress record for each individual on her caseload
- Deliver intensive early intervention programmes, and provide supplementary teaching in English and/or mathematics, to pupils in the junior section of the school (junior infants to Rang 2).

If, following intervention, a pupil's difficulties continue to create a significant barrier to her/his learning and/or socialisation, then referrals for specialist assessment and support will be made (School support plus stage).

External professionals and support agencies

The principal, S.E.N. co-ordinator and the S.E.T. team will oversee the effective links with other agencies and specialist services. Assessment and intervention at School Support Plus stage will include the

involvement of agencies including the visiting teachers, SENO, National Educational Psychological Services (NEPS), clinical psychologists, psychiatrists, educational welfare service, speech and language therapists, occupational therapist etc.

6. Strategies for preventing failure and learning difficulties

Teachers in junior and senior infant classes will do early screening of all pupils in order to identify children at risk of experiencing difficulties in learning. Early referrals, with parental permission, will be made for further assessments to other services, as required, e.g. hearing, vision, speech/language, sensory integration, psychology, and psychiatry.

Screening measures will include:

- School enrolment form and discussion/input from parent/guardian
- Teacher observation
- Student Support File Checklist
- Teacher designed tasks and tests (documented and dated by teacher)
- BIAP for specific pupils.

The Middle Infant Screening Test (M.I.S.T) is administered in senior infants in order to identify children in need of early intervention for reading and writing. The follow-on Forward Together Programme is carried out with the parents/guardians of children who are identified in the M.I.S.T.

The class teacher and prevention of learning difficulties

The class teacher is the key person responsible for creating a supportive classroom environment that optimises the learning of all students in all subject areas, preventing learning difficulties arising. The class teacher, in consultation with the learning support team, will:

- Implement a positive approach to classroom management and discipline
- Support students to understand their own learning styles, and develop their own strategies for learning and problem-solving
- Assess the learning needs of students, provide for structured learning activities within the classroom, use of a variety of teaching strategies and varied arrangements for meeting needs - team teaching and in-class support, group/individual withdrawal, use group work effectively for instruction (ability/mixed ability) and differentiate activities in all subjects

- Assess and record learning outcomes very regularly – analyse and record progress from samples of work, do error analysis to pinpoint specific difficulties, use checklists and teacher-designed tasks, use analysis of standardised tests results for class programme planning
- Plan class-based and home supported programme as soon as difficulties present, setting SMART targets
- Organise extra tutoring e.g. effective use of assistants, volunteer adults, peer tutoring, cross-age tutoring
- Give direction to parent/guardian (or model) strategies for helping with reading, writing, spelling, maths, homework so that there is consistency between home and school
- Maximise use of resources available – use variety of material resources including ICT

Whole-school strategies for the prevention of learning difficulties

Whole-school strategies implemented to prevent failure will include:

- A bespoke programme for oral language, phonological awareness (Heggerty, Sounds Abound, sound Linkage) and early phonics in infants, Rang 1 and 2, that is further developed through the school
- Intensive Literacy input in infant and junior classes using approaches such as Literacy Lift Off, Station teaching with small group tuition given by several teachers simultaneously
- Consistent implementation of whole-school maths plan
- Shared reading programmes for parents and children throughout the school (CAPER) and peer reading programmes
- Print-rich school environment and use of real books in classrooms, audio version of some reading texts, annual school book fair, use of library facilities in school and Clonmel town
- Uninterrupted Sustained Silent Reading (USSR) and Uninterrupted Sustained Silent Writing/Free writing (USSW) in all classes 3 times weekly
- Use of ICT to support literacy and numeracy eg. TTRS
- Use of games that promote literacy and numeracy
- Organise extra tutoring e.g. peer tutoring, cross-age tutoring, effective use of assistants, volunteer adults, parents and Transition Year volunteers in support programme.

7. Early Intervention Programmes

Early intervention is a vital component of the learning-support provision in this school. Close collaboration and consultation between the class

teachers and the learning support team will identify pupils who may be in need of early intervention. Intensive early intervention programmes will be provided by the class teacher S.E.T. team to address low achievement.

These programmes will:

- Be set within a specific time frame (6 to 8 weeks)
- Be based on a shared expectation of success by everyone involved
- Involve whole class/small group teaching, station teaching or one-to-one teaching where whole class/small group teaching has not been effective
- Include a strong focus on oral language, laying the foundation for meaningful reading activities and further development of language and comprehension skills
- Emphasise the development of phonological awareness, sight words/tricky words, phonics and a range of other word identification skills
- Engage the pupils in frequent supervised oral and silent reading of texts at appropriate levels of difficulty and monitor their comprehension
- Stress the interconnected nature of listening, speaking, reading and writing
- Focus on language development in mathematics, and in the development of mathematical procedures and concepts.
- Focus on letter formation, pre writing, pencil grip, fine motor skills
- Programmes we use include; Ready Set Go Maths, PM readers and benchmark assessments.

8. Selection of students for learning support supplementary teaching

(i) Preliminary screening

Each year, class teachers will routinely undertake a range of screening measures in order to draw up Classroom Support Programmes (see sample DES (2007) Resource Pack) to meet a child's individual learning and/or socialisation needs. These screening measures will include (ref. school policy on assessment):

Junior Infants: Checklists, discussion with parents/guardians, BIAP

Senior Infants: Middle Infants Screening Test and checklists.

Ranganna 1-6:

- Drumcondra Primary Reading Test (DPRT)
- Drumcondra Primary Maths Test (DPMT)
- Drumcondra Primary Spelling Test

- CHipps phonic test (Rang 1 and 2 and other selected pupils)
- CAT4 Cognitive abilities test (Rang 3 annually in February/March each year)
- PM benchmarks
- Sound Linkage

The class teacher, with the permission of a parent/guardian, will make referrals for other screening or assessments required, including hearing, vision, speech and language, occupational therapy, physiotherapy, etc (see referral forms, **Appendix 3**).

(ii) Selection for diagnostic assessment

If, in reviewing the Classroom Support Programme, a parent/guardian and teacher continue to have concerns about a child's progress, diagnostic assessment will be considered. Priority will be given to children scoring at or below the 12/15th percentile on standardised tests and children who are under performing. The teacher/s will meet the child's parent/guardian to:

- Listen to parent's insights into their child's development, health, learning style, experience of school, and learning strengths and difficulties.
- Give parent/guardian a clear picture of the teachers' concerns, using the evidence of work samples, sharing STen results and results of criterion-referenced tests etc.
- Explain the school's staged approach to learning difficulties, team teaching, support from other agencies
- Outline school practices for diagnostic testing and seek approval of parents to do testing
- Indicate that a follow-on meeting will be arranged after assessment.

The student will be included at the end of the meeting to affirm the child's strengths and explain testing procedure, as age appropriate, if testing is being planned.

(iii) Diagnostic assessment

The learning support teacher will administer a diagnostic test(s) if a parent/guardian has given consent (ref. school policy on assessment policy for range of tests used). A parent's decision to permit a diagnostic test(s) to be administered will be given in writing, and similarly a decision not to allow such testing to take place will also be given in writing (see sample letters, **Appendix 4**). The interpretation of the assessment and the feedback to a parent/guardian will be done in consultation with the class teacher.

(iv) Drawing up and implementing a School Support Plan

Following assessment, and prior to commencement of supplementary teaching, the class teacher (and learning support team, if considered relevant) will meet a parent/guardian (and student) to:

- Give parent/guardian a clear picture of the outcomes of the assessment, giving examples of successes and difficulties
- Consult with parent and student to draw up a School Support Plan including SMART learning targets based clear evidence from assessment. Targets will be few in number, achievable within a certain timeframe and will be expressed in definitive language to facilitate monitoring and review of progress.
- Indicate how the student's class programme and homework will be modified in order to achieve the targets
- Plan is discussed and communicated to parents at meeting where parent are asked to sign the document, again at review date.
- Make arrangements for the parent/guardian to observe the teacher engaging in or modelling specific learning activities with their child to help a parent/guardian with the home-based elements of the plan
- Agree plan for on-going communication so that progress can be positively affirmed and difficulties in implementing learning programme at school or at home can be either anticipated and avoided, or addressed without delay.
- Agree to consult at end of instructional term, or more regularly if necessary, to review the child's general progress in relation agreed learning targets, to discuss level of supplementary teaching (if any) that will be provided in the next instructional term, or revise plan as necessary.

The teachers involved will monitor the student's progress and the organisational arrangements on an on-going basis at planning meetings.

In the case where a child is selected for supplementary teaching but the parents do not wish for the child to receive such support, a written letter from the parents will be sought outlining that, while the school made them aware of the difficulty their child was experiencing and while supplementary teaching was made available, they have decided that they do not wish the child to avail of this support (see sample letter, **Appendix 5**).

(v) Programme review at end of the instructional term

Assessment of the pupil's progress and evaluation of the School Support Plan will take place again approximately 12 weeks after the commencement of the programme. This review will involve consultation with the student, parent/guardian and teachers, and will assess if the teaching and/or behavioural interventions were:

- Based on clear evidence from assessment
- Well-planned and given sufficient time to work
- Sufficiently well supported by all involved.

(vi) Defining progress

It is a matter of professional judgement to assess the degree to which the needs of an individual are being met. It could be considered that a pupil is making adequate progress if

- there has been an improvement in the pupils rate of progress
- the pupil demonstrates an improvement in social and personal skills
- the pupil demonstrates an improvement in behaviour
- the pupil's progress is similar to that of peers in the same instructional group
- the targets set out have been achieved.

(vii) Continuation or discontinuation of supplementary teaching

In consultation, with the students and parent/guardian, the following outcomes are possible:

1. Continuation of appropriate support in mainstream class. The teacher will indicate to parent/guardian the particular arrangements in the classroom that will continue to support the child (Classroom Support Plan) and continued home-based programme, if required.
2. Continuation of School Support plan for a further instructional term.(stage down/monitoring)

The school acknowledges the recommendation in the DES Guidelines (2000) that

'the duration of supplementary teaching should not exceed two to three years for the great majority of pupils. Although some level of support may be offered to pupils by the learning-support teacher after this time, only those with very serious difficulties should continue to require ongoing supplementary teaching'. Decisions to continue or discontinue supplementary teaching will take into account this recommendation.

3. Referral of the pupil to School Support Plus stage of assessment and intervention, with written parental permission. The decision will be made based on the review of Classroom Support and School Support Plans previously completed, when the pupil continues to

- have needs that are causing significant barriers to learning and/or socialisation
- is not making adequate progress despite the planned support already provided.

(vii) *Consultation School Support Plus*

One of the S.E.T. team will take responsibility for co-ordinating the planning of the school support plus stage, gathering information from student, parents/guardians, teachers, assistant staff, other professionals, doing more detailed school-based assessment and requesting the involvement of external professionals.

The S.E.T. team and principal meet with NEPS in September each year to agree priorities for educational psychological assessment and support and to receive guidance from the NEPS psychologist on issues with various pupils.

10. Monitoring progress of SEN students

Monitoring the academic progress of the pupils will be accomplished by:

- On-going structured observation, screening and assessment of the language, literacy and numeracy skills of the students in the infant classes to facilitate early identification of possible learning difficulties by the class teacher
- Implementing whole-school policies on screening and the selection of pupils for supplementary teaching in English and/or mathematics - standardised and diagnostic testing by class teacher and learning support teacher
- Recording of observation and use of checklists for improvements in the student's self esteem, school attendance, attitude to learning, friendship patterns and general behaviour
- Record keeping – including details of learning support programmes/IEPs, dated work samples with teacher comments, test results, school support plans.

11. Record Keeping

Individual and class records will be kept in accordance with the school policy on record keeping (ref. school policy). Class teachers and the S.E.T team will keep a file with details of any Classroom Support Plans, School Support Plans or School Support Plus Plans, as well as dated work samples with teacher analysis, checklists, test results, records of Student Parent Teacher meetings etc. There is an individual file for every pupil on each special education teacher's caseload.

Each member of the S.E.T. team will be responsible for keeping records for the children on their caseload. The following records will be kept in a locked filing cabinet in Room 15:

- File for each child – record of earlier classroom and school support processes, current and past plans, records in relation to parental consent/lack of consent for involving specialist agencies, dated work samples with teacher comments, assessment results,
- File for each class – standardised test results, end-of -year notes/general recommendations from class teacher
- Handover file at the end of each school year giving salient information to the following year's class teacher

13. Review of policy

This special educational needs policy was reviewed by staff and discussed by the board of management in January/February 2023. It will be reviewed biannually or as the need arises, in accordance with Department and Education and Science guidelines and circulars.

Signed: _____
(Chairperson of Board of Management)

Date: _____

References:

DES (2000) Learning Support Guidelines

NCCA Guidelines for Teachers of Students with General Learning Disabilities

NCSE (2006) Guidelines on Individual Education Plan Process

DES (2007) Special Educational Needs. A Continuum of Support -
Guidelines for Teachers and Resource Pack for Teachers

DES (2017) Guidelines for Primary Schools: Supporting Pupils with
Special Educational Needs in Mainstream Schools

Appendix 1

Differentiation

Definition – the learning tasks undertaken by a student matches the student’s ability to do the task.

Within each class group, there is always a considerable variation between students, in their style and rate of learning, their interests, aptitudes, their motivation, skills and progress to date. Differentiation is a key factor in meeting SEN needs. Differentiating learning activities demands a high level of professional skill and considerable professional energy.

Types of differentiation:

Differentiation by Input	Differentiation by supporting learning process	Differentiation by outcome
Differentiation by instruction Differentiation by task Differentiation of groups	Differentiation through pace Differentiation through support given at different times in a task	Differentiation by quality Differentiation by quantity Differentiation by student output (different activities)

Organisation of students for differentiated learning

In delivering all aspects of the curriculum, the class teacher and learning support team will plan for a variety of groupings, while maximising in-class support:

:

- Whole class teaching, individual work activity
- Mixed ability groups (for open-ended and creative tasks)
- Ability-based groups (for certain academic tasks, too much risks lowering child’s self-esteem)
- Paired work, buddy system, peer tutoring (same age/cross-age), friendship groups

NCCA Draft Guidelines propose that when planning for group and individual work, it is necessary to:

- Identify the point of entry for each student based on an assessment of the students needs – academic, emotional, personal/social and behavioural.
- Determine the level of knowledge, concepts and skills that need to be developed.
- Choose appropriate learning strategies to provide relevant learning experiences
- Sequence content and provide for differentiation strategies to meet individual/group needs
- Ensure a balance between core competencies, academic achievement and the continuing need for life skills and independence training as the student gets older.

References: NCCA Draft Guidelines
DES (2007) Special Educational Needs. A Continuum of Support.
Guidelines for Teachers

Appendix 2

Team-teaching

There is no set model of team-teaching – it is a flexible response to the needs of children, their academic and personal/social and behavioural needs. While the major focus is on English and maths, the learning support may also be involved in any other subject, e.g. pre-teaching for these subjects.

Characteristics of effective team teaching planning meetings

Organisational issues –

- Meetings start and finish on time – one person is timekeeper
- Set agenda at beginning of meeting
- Agree time to be given to curriculum content and Student Support Plans
- Meetings need to be very focussed
- Allow 5-minute summary/wind down time at end of meeting.

Interpersonal/team issues –

- Awareness of need for transition time, especially for a class teacher
- Clear about an individual child's needs – document and track
- Be positive, say well done to self and to colleagues
- Allow mistakes
- Be prepared to say that an arrangement did not work
- When things are seriously challenging, plan for morale boosting and listening sessions with colleagues, principal, psychologist

Skills for working collaboratively

- Social and personal skills – self awareness, working with others, making choices, decisions, taking responsibility, functioning in a social setting
- Communication skills - listening, speaking and responding appropriately
- Critical thinking skills – analysing, observing, evaluating, summarising, problem-solving
- Learning skills – researching, information-handling, target-setting, self-evaluation

What makes a good planning meeting?

- Agenda for meeting will be agreed at the beginning of the meeting and the time schedule will be agreed
- There will be a recap and feedback of previous meeting
- Time will be made to discuss teaching methodologies
- Student Support Plan process is on-going – recording
- Curriculum planning – who does what? takes lead for different areas?

What is expected of colleagues within team-teaching?

- Flexibility to change plan if necessary
- Agreements about working in the same classroom, e.g. noise levels
- Sharing of good ideas and professional sharing of feedback on how things are going
- Equal relationships, class teacher takes the lead sometimes but class teacher is not supervising team colleague
- All colleagues will share ideas and give feedback on how things are going within the team and will encourage discussion on what is not working

In the wider context – class teachers are responsible for all learning of pupils with SEN

SETs are ultimately responsible for assessing/tracking/progressing students with SEN

Social group – any child that is specifically taken out for a social group the parent must be told about it especially from 2nd class upwards. The parent must sign a consent form. Once consent form is signed it goes into their file. This can be reviewed every year but the consent form does not need to be signed every year.

Appendix 3

Referrals for additional assessment/support (to be retained in school records)

Name of child: _____ Class:

I have discussed my child's learning needs with my child's class teacher/learning support team, and I give my consent for a referral for additional assessment/support to be made to:

_____ (Name of service)

Concerns discussed:

Name of parent/guardian: _____

Signature: _____

Date: _____

Appendix 4

School-based diagnostic screening - Sample letters for parents/guardians re. consent

Letter 1 – Parent/guardian gives consent.

Name of child: _____

Class: _____

I give permission to teaching staff in the Presentation Primary School, Clonmel to administer diagnostic test(s) to my child. I understand that the outcomes of this testing will be shared with me as part of drawing up a learning support plan for my child.

Name of parent/guardian:

Parent's signature: _____

Date: _____

Letter 2 – Parents/Guardians refuse consent

Name of child: _____

Class: _____

I do not give permission to teaching staff in the Presentation Primary School, Clonmel to administer diagnostic test(s) to my child.

I agree to working on the home-based elements of my child's Classroom Support Plan or School Support Plan.

Name of parent/guardian:

Parent's signature: _____

Date: _____

Appendix 5

Learning Support – when a parent/guardian does not wish that a child avail of supplementary teaching

When the school selects a child for School Learning Support (Stage 2) supplementary teaching, but the parents/guardians do not wish for the child to receive such support, parents/guardians will be asked to complete the following letter. The original letter will be kept on the child's file in the learning support room, and a copy will be given to the parent/guardian.

To whom it concerns:

I have discussed my child's learning needs with my child's class teacher and learning support team. They have made me aware of the difficulties being experienced by my child and I understand that they wish my child to avail of supplementary teaching in school. I do not wish my child to avail of this support.

I commit to working on the home-based elements of my child's learning programme and to having regular contact with the class teacher to review progress.

I understand that I can review this decision at any time by making contact with the class teacher to discuss the matter again.

Name of child: _____ Class: _____

Name of parent/guardian: _____

Parent's signature: _____

Date: _____

Appendix 6

School Support Plan (See attached NEPS Support Plan Format)

The individual educational plan will outline:

- Nature and degree of the pupil's abilities, skills, talents and learning style
- Nature and degree of the pupil's special educational needs and how these needs affect his/her educational development
- Present level of educational performance of the pupil
- Long-term goals to be achieved over a period not exceeding 12 months
- Short-term SMART targets
- Number of hours of supplementary support
- Names and responsibilities of teachers involved
- Plan for involvement of parent/guardian
- Monitoring and review arrangements to be put in place
- Special education and related support services to be provided to the pupil, including:
 - Strategy 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 required
 - Supports required from a special needs assistant
 - Supports required from external specialist services

Appendix 7

Letter – Parent/guardian gives consent for child to be withdrawn for social skills group (necessary from 2nd class upwards).

Name of child: _____

Class: _____

I give permission to teaching staff in the Presentation Primary School, Clonmel to withdraw my child for participation in social skills and friendship groups. I understand that I will be kept informed of their development in this area.

Name of parent/guardian:

Parent's signature: _____

Date: _____