



## **Presentation Primary School Clonmel**

### **S.E.N Policy**

#### **Presentation Primary School, Clonmel Special Educational Needs (SEN) Policy**

##### **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.

*'A whole school focus on the development of wellbeing is the foundation upon which the Continuum of Support is applied and implemented across all aspects of teaching, learning and school life. Belonging and connectedness to the school community is fostered and reflected in school policy, planning and practice.'*

Guidelines for Primary Schools Supporting Children with Special Educational Needs in Mainstream Classes

This policy is underpinned by the following 8 principles as outlined in the Guidelines for Primary Schools supporting children with SEN in mainstream classes 2024 (see Appendix 1 -Useful Documents).



## 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 access the curriculum to the best of their ability.
- 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 involve pupils in understanding their own learning and setting SMART targets that they are aware of and take ownership of.
- To ensure Special Education resources are deployed in the most appropriate manner based on current needs i.e. in-class support, one to one, withdrawal, small group work
- To involve parents/guardians in supporting their children's learning through effective parent-support programmes
- To liaise with other agencies to support SEN students.

### **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.

#### *Board of management*

The overall responsibility for the provision of education to all children, including children with special education needs, lies with the board of management.

The board must ensure that special education teaching resources (time allocation, teacher allocation and teaching resources) are used for their intended purpose only.

#### *Principal*

The principal has the responsibility for establishing, promoting and implementing inclusive whole-school policies and procedures, which are supportive of the learning of all children, including those with SEN.

The principal oversees how the resources, including human resources and SET hours, which are provided to the school to support the children with SEN are being used to ensure that the children with the greatest level of need have access to the greatest level of support. The principal may delegate certain responsibilities to other teachers.

The principal:

- Ensures the development of inclusive, whole school policies and procedures relating to children with SEN and monitors and reviews their implementation.
- Oversees a whole-school approach to assessment and screening to identify strengths, needs and interests.
- Ensures effective engagement with early learning and care settings and with post primary schools to support the transition of children with SEN.
- Deploys teachers who have the appropriate skills, knowledge and understanding to SET roles.
- Ensures that systems are in place for effective collaboration between SETs and CTs for sharing relevant information on children's needs to ensure continuity of provision for children.
- Facilitates teacher professional learning (TPL) for all teachers in relation to whole school inclusive teaching and learning practices and to the education of children with SEN.
- Encourages SET teachers to participate in the Post Graduate Diploma of CPD for SETs.
- Encourages SNA's to participate in the CPD.
- Ensures that all school staff including CTs, SETs and SNAs are clearly informed of their roles.
- Provides opportunities for the sharing of specialist knowledge with school staff as part of promoting a whole-school inclusive culture.
- Ensures that whole-school procedures are established to facilitate the meaningful and effective involvement of parents/guardians, children (pupil voice) and external professionals/agencies.
- Ensures that the School Provision Plan for children with SEN is updated.
- Ensures that all children identified as having SEN, who receive additional support, have their needs documented in a Student Support File, either a hard copy or electronic.
- Short term SEN files are attached to the child's Aladdin profile.
- Ensures that a classroom/student support plan is developed and contained within a student support file for all children identified at all levels of the Continuum of Support.

- The principal will ensure that the Board of Management are kept fully informed on the deployment of special education teaching resources.

**In the implementation of the special education teaching allocation, the principal can allow time for the special education teacher(s) for information-gathering and assessment, reviewing, monitoring and co-ordinating provision for children with special educational needs.** This time should be used appropriately to ensure that there is minimal impact on the provision of targeted and high quality special education teaching support for children with special educational needs, who have been identified on the School Provision Plan for Children with Special Educational Needs (Appendix 1).

### *Class teacher*

The class teacher has primary responsibility for the progress of all pupils in his/ her class, including SEN pupils.

Class teachers adapt their teaching, learning and assessment approaches for children with special educational needs.

This can be achieved by, for example:

- Varying the structure, content, mode of instruction and pace of lessons to ensure the meaningful participation and engagement of all children
- Adapting lessons to take account of a child's interests.
- Matching tasks to the child's strengths, interests and needs.
- Adapting and utilising resources, including the use of visual supports and technology, UDL approach

The class teacher's **roles** include:

- Availing of relevant TPL, to develop capacity, knowledge and understanding of special educational needs.
- Using a variety of appropriate methodologies, activities, experiences and materials to cater for children's individual needs and to create a stimulating and supportive classroom environment (see Appendix 2).
- Regular monitoring and reviewing of instructional and organisational arrangements
- Regular monitoring/assessment and reviewing of learning targets and progress of pupils receiving supplementary teaching.
- Collaborating with the principal, other relevant teachers, parents/guardians and external professionals, as required, to support children with special educational needs to participate and engage in meaningful learning.
- Identifying children's strengths, interests, and priority learning needs, to inform the planning, implementation, assessment and regular review of intervention at each level of the Continuum of Support.
- Developing Classroom Support Plans for children with emerging needs who require additional classroom based support (see Appendix 3)
- Recording all actions and keeping copies of the Classroom Support Plan/s in the Student Support File on Aladdin.
- Supporting the development of Student Support Plans in collaboration with special education teachers, parents/guardians, children, external professionals as required, in order to plan assessments, interventions and to track children's progress at the levels of School Support for Some and School Support Plus for a Few.

- Ensuring that lessons are accessible through the use of a variety of approaches, including active learning, small group tuition, UDL, individual teaching, and scaffolded instruction.
- Identifying and responding to the learning difficulties and learning preferences of children with special educational needs.

### *Special Education Teacher*

The special education teacher provides additional teaching to children attending mainstream classes with special educational needs and should lead, model and ensure a high standard of provision.

Special education teachers should be familiar with a wide range of teaching approaches, methodologies and resources appropriate to meeting a variety of special educational needs.

Teaching approaches utilised in this school may include a flexible combination of:

- team teaching initiatives,
- early intervention,
- small group and
- individual support.
- combination of in class support and withdrawal of children (if appropriate).

The role of the special education teacher includes:

- Contributing to the development of an inclusive school culture, demonstrated through ethos, values and inclusive school policies and practices.
- Promoting inclusive wholeschool preventative and proactive teaching and learning approaches.
- Developing inclusive school structures and systems in the organisation of provision for children with special educational needs.
- Leading in the identification and provision of support for children with special educational needs in the school context, using the Continuum of Support problem solving process.
- Liaising closely with the principal on the development, implementation and monitoring of wholeschool approaches to the education of children with special educational needs.
- Leading, in collaboration with the class teachers, on the development of Student Support Files and Student Support Plans for children with special educational needs who are identified in the School Provision Plan for Children with Special Educational Needs at the levels of School Support for Some and School Support Plus for a Few (see on shared school DRIVE in SET folder).
- Collaborating, liaising and communicating with parents/guardians, the child, other relevant teachers and staff, the school principal and relevant others, as part of the problem solving process. Engaging and collaborating with external agencies and services outside of the school as appropriate and necessary.
- Planning to support transitions for children with special educational needs.
- Using evidence informed teaching and learning approaches to support the special educational needs of children, and monitoring response to intervention.
- Administering diagnostic tests to pupils who need further assessment after screening tests
- Sharing relevant information, regarding the special educational needs of children, with class teachers to support their meaningful engagement and participation in lessons.
- Advising and supporting class teachers when requested.
- Engaging in TPL to upskill and develop the knowledge, competencies and skills required for high quality provision of support for children with special educational needs
- Reflecting on individual professional practice, including teaching and learning approaches, to enhance provision.

- Preparing and planning on a weekly basis for two instructional terms each year: Sept.- Jan. and Feb. – June, each broken into 6-8 week blocks.

### *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, strengths, needs, aptitudes, behaviours and motivation 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.
- 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 plan is then placed in the student's yellow file and stored on hard copy or digitally. .
- 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. a home based target may be agreed upon if appropriate.

### *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
- Collaborate and support relevant planning, target-setting, etc. when necessary.
- Encourage 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.
- 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 when appropriate
- Attend annual ILSA conference and organise relevant CPD for staff
- Assist principal in reviewing S.E.N. and Assessment Policies

### *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).

### *Pupil Voice*

Pupils 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, peer and 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,
- Contributing to their own learning targets and goals, and being active in monitoring their own progress.

### **Organisation of Special Education provision towards pupils with the greatest level of need.**

*As stated in the Guidelines for Primary Schools, Supporting children with SEN in Mainstream classes 2024 'Those with the greatest level of need should have access to the greatest level of support.'*

We will strive to ensure that the children with the greatest level of need receive the greatest level of support, ideally from special education teachers with the most relevant expertise.

In organising the provision of special education teaching support our school will follow the following key actions:

1. Identify children with SEN
2. Initiate Problem Solving process, in collaboration with child, relevant teachers and parents/guardians.
3. Record level of Continuum of Support at which special education teaching support is allocated. (Classroom support, school support, school support plus)
4. Record this on Whole School SEN Register on drive.
5. Organise and deploy special education teaching resources.
6. Develop Classroom support or Student support plans.
7. Identify appropriate evidence informed intervention.
8. Collaborative review-(See Appendix 2).

In allocating resources, priority will be given to:

- Children with significant, enduring and complex needs. *Children may have a range of identified needs in areas such as literacy, numeracy, language and communication, social interaction, emotional development, sensory and physical development.*
- Early intervention programmes as required from Junior Infants- Rang 2
- Children who have recently arrived at our school with limited English proficiency .
- Children scoring at or below the 10th percentile on a standardised test in English and/or maths. (Department recommendation as per circular 0013/2017).
- Children scoring at or below the 12th percentile on a standardised test in English and/or maths (if resources allow.)

Collaboration meetings between relevant staff will take place before each 6 to 8 week intervention block.

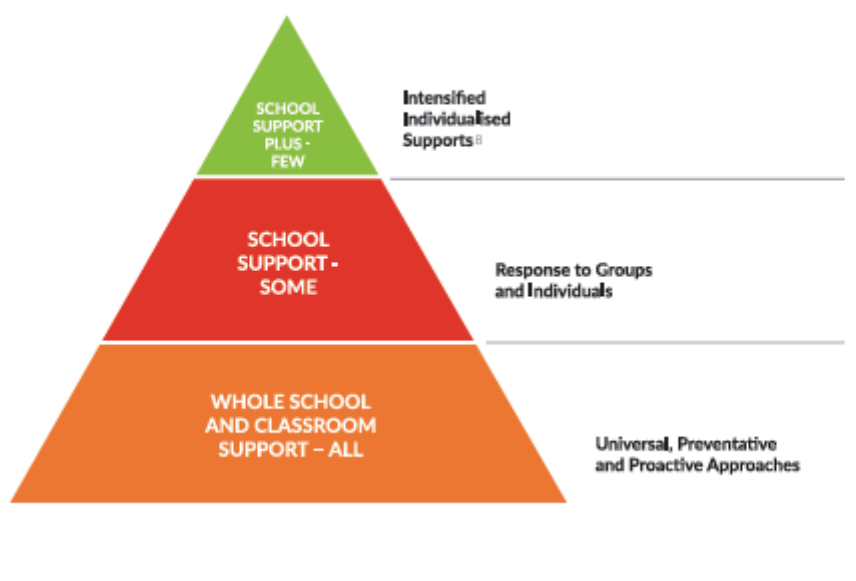
The focus of these meetings is as follows:

- Development/Review of pupils’ Support Files and School Support Plans
- Development/ review of Behaviour Support plans and/or Care Needs Plan (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

### 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, parents and pupils)
- School support plus: Development of a School Support Plus Plan (SET in consultation with class teacher, parents and pupils)
- 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”).
- Care Needs Plan – developed for pupils with care needs who have access to SNA support. Lead by Class Teacher in consultation with SET, SNA, Parents and Pupil.
- External agencies may be consulted/involved where necessary at any stage of the Continuum.





## Problem Solving process

The problem solving process provides an approach to identifying, supporting, monitoring and reviewing special educational needs, where a concern is identified in relation to a child.



## Drawing up and implementing Student Support Plan

Following assessment, and prior to commencement of supplementary teaching, the class teacher (and SET, 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 parents and students to draw up a Support Plan including SMART learning targets based on clear evidence from assessment. A form/letter can be given to parents before (a week or more) the face to face meeting to fill in (see Appendix 8). This information can then be put into the child's SP.
- 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 the parent/guardian and child at a meeting where the parent/guardian is asked to sign the document, again at review date.
- 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 the end of instructional term, or **more regularly if necessary**, to review the child's general progress in relation to 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 4).

#### *Programme review at end of the instructional term*

Assessment of the pupil's progress and evaluation of the School Support Plan will take place at the end of the agreed intervention period. 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.

#### *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 SMART targets set out have been achieved.

#### *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.

#### *Consultation School Support Plus*

One of the S.E.T. team will take responsibility for coordinating the planning of the school support plus stage, gathering information from students, 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.

#### **Early Intervention**

Early intervention is a vital component of the Special Education provision in this school. Close collaboration and consultation between the class teachers and the Special Education Team will identify pupils who may be in need of early intervention. Intensive early intervention programmes will be provided by the class teacher and S.E.T. team to address emerging needs.

These interventions 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
- Focus on the literacy, numeracy and EAL needs

#### **Early Screening and Intervention**

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
- Basic Needs Checklist
- Learning Environment Checklist
- Teacher designed tasks and tests (documented and dated by teacher)
- BIAP for specific pupils.
- MIST - 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.
- Test2r may be administered to children who did not show progression following the Forward Together Programme.

#### **Assessment Ranganna 1 - 6**

While standardised assessments play a role in summative assessment, results of any one standardised test should not be used in isolation, nor used as baseline data for predicting a child's future achievements, nor for solely informing decisions regarding the provision of interventions or targets in Student Support Plans.

The special education teacher may administer some individualised formal and/or informal assessment of need in areas including literacy, numeracy, social, emotional, motor/physical and sensory needs, as appropriate to the concerns identified.

The following assessments may be used to identify pupils for Special Education provision

- Drumcondra Early Literacy Test (DTEL) (First class)
- Drumcondra Early Numeracy Test (DTEN) (First class)
- Drumcondra Early Literacy Test Diagnostic (DTEL-D) (First class)
- Drumcondra Early Numeracy Test Diagnostic (DTEN-D) (First class)
- 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
- Heggerty

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 Appendix 4 ).

After a period of information gathering and intervention if teachers/parents/guardians continue to have concerns about a child's progress, diagnostic assessment will be considered.

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, 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 Special Education provision.
- 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.

#### *Diagnostic assessment*

- The Special Education 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 5). The interpretation of the assessment and the feedback to a parent/guardian will be done in consultation with the class teacher.

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 6)

### *Fluidity on Continuum of Support*

A child can move between stages on the Continuum of Support depending on learning needs and targets being met. This will involve consultation with the student/parent/guardian and relevant teachers.

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. Placement of the pupil to School Support Plus stage of assessment and intervention. 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.

The S.E.T. team and principal meet with NEPS (when available) in term 1 each year to agree priorities for educational psychological assessment and support and to receive guidance from the NEPS psychologist on issues with various pupils.

### **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 and initialed** 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 outside 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

If a child is no longer on the Continuum of Support and the Support file is deemed “closed” the following actions will be taken -

- recorded on Aladdin
- written on the outside of the individual student file
- the file is kept with the class group in the locked filing cabinet outside room 15

- files may be reopened as necessary
- if reopened it will be recorded on Aladdin

### **Transitions**

Transitions have been identified as a significant risk factor to the wellbeing of children with special educational needs. This includes transitions from preschool to primary school, from primary school to post primary school, as well as transitions within and across the school setting. Supporting smooth transitions in the school, such as transitions between special education teaching and mainstream class settings, is very important for fostering wellbeing at school.

In advance of SEN students transitioning to or from our school contact is made with relevant parties and information is shared with parental permission. Our teachers may plan transition programmes for pupils with SEN moving to post primary school. Our teachers may also visit preschools, where possible, to prepare for incoming students with SEN.

### **Presentation Primary Provision Map**

We provide a variety of support and interventions to students who require additional assistance (see Appendix 9).

### **Review of policy**

This special educational needs policy was reviewed by staff and discussed by the board of management in January/February 2025. It will be reviewed every three years or as the need arises, in accordance with Department and Education and Science guidelines and circulars.

*This policy was reviewed and ratified by the Board of Management on 12th February 2025.*

Signed: \_\_\_\_\_  
 Chairperson  
 Date: \_\_\_\_\_

Signed: \_\_\_\_\_  
 Principal:  
 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

DES (2024) Supporting Children with Educational Needs in mainstream Classrooms  
[Guidelines for Primary Schools](#)



- **Appendix 2**

**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:

<b>Differentiation by Input</b>	<b>Differentiation by supporting learning process</b>	<b>Differentiation by outcome</b>
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 1

### Useful Documents

Supporting Children with Educational Needs in mainstream Classrooms  
[Guidelines for Primary Schools](#)

[4.-Classroom-Support-Plan-Sample-Primary.pdf](#)

Special Educational Needs-A Continuum of Support  
[Special Educational Needs - A Continuum of Support \(Resource Pack for Teachers\) \(File Format PDF 300KB\)](#)

Guidelines for Supporting Pupils with Behavioural, Emotional and Social Difficulties  
[www.gov.ie/pdf/?file=https://assets.gov.ie/40682/6d5f731b553b4337a5e8b476358c32d1.pdf#page=null](http://www.gov.ie/pdf/?file=https://assets.gov.ie/40682/6d5f731b553b4337a5e8b476358c32d1.pdf#page=null)

Behavioural, Emotional and Social Difficulties, A Continuum of Support - Primary Schools  
[ÿpM](#)

Circular to the Management Authorities of all Mainstream Primary Schools Special Education Teaching Allocation -Circular No 0013/2017  
[www.gov.ie/pdf/?file=https://assets.gov.ie/12768/ca1cbebc2e764367a9611b23b5886073.pdf#page=null](http://www.gov.ie/pdf/?file=https://assets.gov.ie/12768/ca1cbebc2e764367a9611b23b5886073.pdf#page=null)

Student Support Files Guidelines  
[www.gov.ie/pdf/?file=https://assets.gov.ie/41225/dbb957b3172c41efab580705bfaf2d90.pdf#page=null](http://www.gov.ie/pdf/?file=https://assets.gov.ie/41225/dbb957b3172c41efab580705bfaf2d90.pdf#page=null)

Padlet for SEN from Carol Corriagn, advisor from NCSE  
[PADLET COS](#)

## 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 2<sup>nd</sup> class upwards. The parent must sign a consent form. Once the 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.

(see Appendix 7)

**Appendix 3**



Roll No. 12180 U

# Presentation Primary School

Clonmel, Co. Tipperary.

T: 052 - 6123548 / 6122940. Email: [office@presprimaryclonmel.com](mailto:office@presprimaryclonmel.com) [www.presprimaryclonmel.com](http://www.presprimaryclonmel.com)

## Classroom Support Plan

NAME:		DOB:	
CLASS:		DATE:	
TEACHER			

OUR CONCERNS ARE	REVIEW-DATE and COMMENTS
WE THINK THIS MAY BE HAPPENING BECAUSE	
SOME STRATEGIES WE WILL ADOPT ARE:	

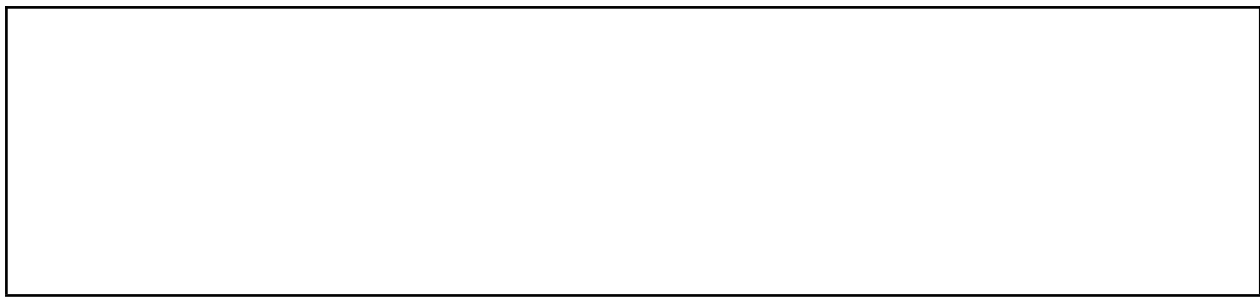
WE WILL KNOW THINGS HAVE IMPROVED WHEN	
WE WILL REVIEW (date, time and convenor)	

Signed

Teacher: \_\_\_\_\_ Parents/Guardians: \_\_\_\_\_

\_\_\_\_\_

First review date	-Attending
Second review date	-Attending



**Appendix 4**



**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 5

### 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 6

### When a parent/guardian does not wish that a child avail of supplementary teaching

When the school selects a child for School 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 Special Education Team/Teacher. 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 7**

**Letter – Parent/guardian gives consent for child to be withdrawn for social skills group (necessary from 2<sup>nd</sup> 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: \_\_\_\_\_

## Appendix 8

### School Support Plan Information

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

See school template in use on the school DRIVE in the SET folder.



# Presentation Primary School

Clonmel, Co. Tipperary.

T: 052 - 6123548 / 6122940. Email: [office@presprimaryclonmel.com](mailto:office@presprimaryclonmel.com) [www.presprimaryclonmel.com](http://www.presprimaryclonmel.com)

Roll No. 12180 U

## IEP Meeting- Parental Input

This is a template that will be used for the IEP meeting for your child. Your input in devising an Individual Education Plan for your child is much appreciated.

### Strengths

(What do you think are your child's strengths, talents and abilities? – (academically/socially etc.)

### Needs

(What do you think are your child's needs/ areas of difficulty? – academically/socially etc.)

### Priority Learning Needs

(During the meeting we will decide what needs/areas are a priority and will be targeted first. Targets need to be achievable and as progress is made new targets can be set.)

### Home Activities

(Activities that can help support your child's learning and development at home.)

**School Activities**

Do you have any advice for teachers in how we might best meet your child's needs?

**Signed (Parent/s):**

## Appendix 9

### School's Provision Map©

Area of Need <sup>1</sup>	<p><b>Whole-School Support for All</b>  <i>Interventions delivered at whole-school level to support and promote positive behaviour and learning for ALL:</i>                      Interventions and practices at this level are critical to maximise student participation and engagement and remove barriers to learning. They require all teachers and staff to reflect on classroom level practice and are underpinned by the principle 'What is essential for some, is beneficial for all'. The <a href="#">Learning Environment Checklist</a> from the NBSS supports teacher reflection on inclusive practice. The <a href="#">NCSE website</a> provides resources for teachers.</p>	<p><b>School Support for Some</b>  <i>Interventions delivered at School Support/ Support for SOME level to support students who are in receipt of additional interventions through the Continuum of Support Framework</i></p>	<p><b>School Support for Few</b>  <i>Interventions delivered at School Support Plus/ Support for Few level to support students who are in receipt of additional interventions through the Continuum of Support Framework and external professionals</i></p>
<p><b>Social and Emotional Learning</b></p>	<p>Differentiated curriculum planning incorporating multi-sensory approaches and learning preferences of pupils.                      Wellbeing Wednesday                      Wellbeing Week                      Use of ICT                      Extra-Curricular Activities for all pupils                      Circle time utilised regularly in classrooms                      SPHE taught systematically (including <i>Walk Tall, Stay Safe, Relationship and Sexuality Education, Webwise</i>                      Stay Safe Programme                      Buddy bench                      Positive Quotes/students work/ photographs/poster displays.                      Critical Incident Response Team                      Fortnightly assembly meetings                      Parental engagement</p>	<p>Social Skills Groups                      Social Stories  <i>Socially Speaking</i> Programme  <i>Time to Talk</i> Programme  <i>Busy Bodies</i> Programme                      Play Therapy sessions                      Lego Therapy social groups                      Structured Play at break times                      Access to quiet, relaxation space                      Yoga.                      Feeling thermometer visual                      Positive behaviour charts.                      Zones of Regulation                      Use of motivator based on students' own topic of interest.                      Sports Club                      Time To Talk                      Christmas Show                      SSPs/ BSPs</p>	<p>NEPS assessment                      CAMHS-designed programme                      SSPs/ BSPs                      HSE Multidisciplinary team</p>

<sup>1</sup> Area of need will include students who are identified as having additional needs at school level (i.e. without a psychological report) and those whom have an identified disability with a report from external agencies like, for example, ASD, ADHD, Dyspraxia.

	Student Council Green School Committee		
<b>Social and Communication Skills</b>	<i>Friends for Life/ Zippy's Friends</i> programmes utilised to support children dealing with anxiety School Concerts Integration Reverse integration Turn taking games/board games Differentiated questioning Scaffolding/ recasting/ imitation and expansion <i>Time to Talk</i> social skills programme	Play Therapy sessions Communication 'Jobs' Social Skills training SSPs/BSPs	SLT-designed programme Visiting teacher support Assistive technology (laptops, iPads hearing aids etc.) Communication Passport Hearing aids for those students with hearing impairment. SSPs/BSPs
<b>Self-management and/or Organisational skills</b>	Visual timetables used in classrooms Class contracts <i>Friends for Life</i> Classroom routines Sports teams Promotion of self-regulation Graphic Organisers Regulation Charts Home school communication notebook/Aladdin Learning to learn strategies- explicit teaching of metacognitive skills- <a href="#">NBSS resources</a> (Senior Classes) Google Classroom or MS Teams/ online calendars with key deadlines	Individualised Visual Timetables Colour-coded timetables Social Stories Use of visual aids (including post- its, highlighters etc.) Checklists Classroom Calm corner Living Charts Traffic light self-assessment SSPs	SNA support Structured mindfulness Assistance with toileting (within parameters of <i>Intimate Care Plan</i> ) KWL charts Personal iPad –(visual schedule) Intervention and support from OT SSPs
<b>Study Skills</b>	Graphic organisers used in classes Mind-mapping, concept mapping Homework checklists Homework club	Scaffolded graphic organisers Use of timers Use of checklists Structured homework Typing programme (TTRS) SSPs	Assistive technology (laptops, iPads hearing aids etc.) Modified keyboards (large buttons) SSPs
<b>Life Skills</b>	<i>Aistear</i> utilised in Infant classes All classes have access to a kitchen area for cooking and baking Interpreting timetables Stay Safe Programme ICT Skills	Personal hygiene lessons and prompts Fine motor stations (cutting skills) Mindfulness Transition Support Plans Adaptive skills checklist SSPs	SNA support Use of walking aid Self-toileting programme Transition Support Plans Intervention and support from OT, SLT HSE Multidisciplinary Team SSPs
<b>Behaviour</b>	Positive Behaviour Management Policy – <i>Learning to Live Together</i>	Focused rewards and incentives Token economies	CAMHS-designed programme



	<p>Modelling of appropriate behaviour  <i>Restorative Practice</i> approach to discipline  Rewards systems in all classes  <i>Incredible Years</i>, evidence-based interventions used across the school  <i>Friends for Life</i>  Sensory input/ breaks  Movement breaks</p>	<p>SSPs/ BSPs  Structured play at break times  Movement breaks  Designing opportunities for successful behaviour  Home-school communication book/<i>Aladdin</i>  Teacher-mentoring  Peer-mentoring  Role play  Pastoral support  Restorative Justice</p>	<p>Play-therapy  BSPs/SSPs  Yard monitoring  Flexibility in school day timetable  Reduction in school day  Home-school communication book  Restorative Justice</p>
<b>Language</b>	<p>Station Teaching utilised for Reading, Writing and Oral Language in infant classes  <i>Aistear</i> utilised in Infant Classes  Drama  Puppets  Circle Time  Visual Supports  Storytime  Teacher observation and assessment  IWB  Differentiated questioning  Scaffolding/ recasting/ imitation and expansion</p>	<p>Co-teaching- Differentiated station teaching  Differentiated Aistear stations  <i>Up and Away</i> language programme  Precision teaching for EAL learners  Black Sheep Press materials  Language Experience Approach  Small group work  SSPs  NEPS <a href="#">‘Effective Interventions for Struggling Readers’</a>  Assistive Technology</p>	<p>SLT-designed programme  SSPs</p>
<b>Literacy</b>	<p>Team-teaching for Literacy in all classes from 1<sup>st</sup> – 6<sup>th</sup>  Graded-reading schemes  Jolly Phonics  Use of magnetic letters  Systematic instruction on Comprehension strategy instruction in all classes (Building Bridges)  DEAR Time for whole school 2 to 3 times a week  In-School library utilised by all classes  Literacy Lift-Off  Paired reading  Teacher observation and assessment  ASR (Active Student Responding)</p>	<p>Use of visual aids (including post-its, highlighters etc)  <i>Toe-by-Toe</i>  <i>Word Wasp</i>  <i>SNIP Literacy</i> Programme  <i>Phonological Awareness Training (PAT)</i> programme  Moondog and DCode programmes  Audio books  Small-group withdrawal  Handwriting without Tears  Wordshark  Co-teaching  ICT  SSPs  NEPS <a href="#">‘Effective Interventions for Struggling Readers’</a>  Assistive Technology</p>	<p>NEPS assessment  SSPs</p>

	<p>Oxford reading Tree reading programme</p> <p>DCode and Moondog reading programmes</p> <p>Use of hi-lo readers and decodable texts</p> <p>Whole-school literacy plan</p> <p>Explicit teaching of vocabulary</p> <p>IWB</p>		
<b>Numeracy</b>	<p>Large array of concrete materials available in the school to support Maths teaching</p> <p><i>Ready, Set, Go Maths</i> used in the infant classes</p> <p><i>Mata sa Rang</i> being used in classes</p> <p>Station teaching used for teaching Maths</p> <p>ICT</p> <p>Concrete materials</p> <p>Numicon</p> <p>Maths trails</p> <p>Numberlines/ number squares</p> <p>Unifix cubes</p> <p>Teacher observation and assessment</p> <p>ICT</p> <p>IWB</p> <p>Maths Week</p>	<p>Differentiated station teaching</p> <p><i>Numicon</i></p> <p>Use of calculator</p> <p>Customised concrete materials</p> <p>In-class support</p> <p>Small-group withdrawal</p> <p>Individual pupil withdrawal</p> <p>Direct teaching of identified needs</p> <p>Precision teaching</p> <p>Numbershark</p> <p>ICT</p> <p>Social/ functional maths</p> <p>Diagnostic maths assessments</p> <p>SSPs</p>	<p>NEPS assessment</p> <p>SSPs</p>
<b>Physical and/ or Sensory</b>	<p><i>Go Noodle</i> regularly used by classes</p> <p><i>Active Schools Week</i></p> <p>Movement Breaks</p> <p>Sensory room</p> <p>Sensory Garden</p> <p>Gross motor and fine motor activities</p> <p>Sand play area</p> <p>Teacher created sensory boxes/activities.</p> <p>PE Hall/ PE Programme</p> <p>Quiet Zone on yard-children with sensory issues or other SEN as identified by staff are offered a space away from yard to engage in independent quiet activities e.g reading, knitting, jigsaws etc. Set up and coordinated by Wellbeing committee.</p>	<p>Sensory bags</p> <p>Sensory stations</p> <p>Fine motor stations</p> <p>Gross motor programme</p> <p>Movement breaks</p> <p>Sand play</p> <p>Water play</p> <p>Theraputty</p> <p>Theraband</p> <p>Therapeutic seat cushions</p> <p>Gym ball</p> <p>Peanut ball</p> <p>Swings</p> <p>Sensory garden</p> <p>Stress balls</p> <p>Fidgets</p> <p>Weighted blanket</p> <p>Lift Access</p> <p>SSPs</p>	<p>Nursing support</p> <p>SNA support</p> <p>Occupational therapy</p> <p>Physiotherapy</p> <p>Sloping boards</p> <p>Heathfield chairs</p> <p>Use of Bambach chair</p> <p>Balance board</p> <p>Sensory diets</p> <p>SSPs</p>

<p><b>Exceptional Ability (including multiple exceptionalities)</b></p>	<p>Schoolwide Approach to provision for exceptionally able students- School Policy</p> <p>A school's definition of what constitutes giftedness should be reflective of the population of pupils that they serve.</p> <p>Early identification- schoolwide identification process involving checklists for parents/ teachers/ students (NCCA Exceptionally Able Guidelines) &amp; IQ tests &amp; Teacher observation</p> <p>Teacher awareness of distinct needs of exceptional/ gifted students</p> <p>Support for social, emotional needs</p> <p>Support for academic needs include: <u>Differentiation</u>-extension/compacting, enrichment, acceleration</p> <p><u>Metacognition</u>- thinking skills development, (see SESS resource on metacognition for ideas and strategies: <a href="https://www.sess.ie/sites/default/files/Projects/Equality_of_Challenge/SESS_Metacognition_Resource_V1.pdf">https://www.sess.ie/sites/default/files/Projects/Equality_of_Challenge/SESS_Metacognition_Resource_V1.pdf</a>)</p> <p>Research skills development, resources</p> <p>After school clubs</p>	<p>Identification/Assessment SSP/ individualised learning programme</p> <p>Liaison with Centre for Talented Youth in Ireland <a href="http://www.dcu.ie/ctyi">www.dcu.ie/ctyi</a>.</p> <p>Link with <a href="http://www.GiftedKids.ie">www.GiftedKids.ie</a></p> <p>EA students should be given the opportunity to work on their interest and talent areas.</p> <p>Participating in national events and competitions (for some).</p> <p>Support for social, emotional needs</p> <p>Support for academic needs include: Differentiation-extension/compacting, enrichment, acceleration</p> <p>After school clubs</p>	<p>Individualised planning</p> <p>Access to advanced materials</p> <p>Faster pace of instruction</p> <p>Opportunities to reason and think critically</p> <p>Encouragement of free expression of ideas and disagreements</p> <p>Direct teaching of essential study skills and research strategies.</p> <p>Study skills and research skills could be incorporated through the medium of individual or group projects.</p> <p>EA students should be given the opportunity to work on their interest and talent areas.</p> <p>Support for social, emotional needs</p> <p>Support for academic needs include: Differentiation-extension/compacting, enrichment, acceleration</p> <p>After school clubs</p>
<p><b>Medical</b></p>	<p>Identified staff to administer general first aid and monitor for signs of illness.</p>	<p>Identified staff administer medication as directed by GP.</p> <p>Administering of inhalers as directed by GP.</p>	<p>GP/ HSE external monitoring</p> <p>SNA support</p>