

St. Joseph's N. S.
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Nurturing excellence in education

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SEN POLICY

	Date
Staff Consultation	
Parental Consultation	
Ratified by BoM	

<p>Signed:</p> <hr/> <p>Chairperson, BoM</p>
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Aims of SEN Support.

- To support the inclusion of SEN pupils in primary schools.
- To ensure that the Staged Approach / NEPS Continuum of Support is implemented.
- *To “optimise the teaching and learning process in order to enable pupils with learning difficulties to achieve adequate levels of proficiency in literacy and numeracy before leaving primary school” (Learning-Support Guidelines [LSG]: p. 15). This support may be provided by the Class Teacher and / or the Support Teacher (Appendix 1: The Staged Approach, described in Circular 02/05).*
- To provide supplementary teaching and additional support in English and / or Mathematics
- To enable pupils to participate in the full curriculum
- To encourage differentiation in the classroom
- To develop positive self-esteem and positive attitudes about school and learning in pupils
- To support attainment, and behavioural, social and emotional functioning
- To enable pupils to monitor their own learning and become independent learners

Guiding Principles:

- All our children have a right to an education, which is appropriate to them as individuals. We want all our children to feel that they are a valued part of our school community
- The resources provided to support pupils with special educational needs, will be used to facilitate the development of a truly inclusive school
- Supports provided to pupils with special educational needs will be based on identified needs and be informed by regular reviews of progress (in consultation with parents and pupils) as outlined in the Continuum of Support Guidelines
- The class teacher has primary responsibility for the progress and care of all pupils in the classroom, including pupils with special educational needs
- Pupils with the greatest levels of need will have access to the greatest level of support, and whenever possible, these pupils will be supported by teachers with relevant expertise who can provide continuity of support

As far as possible, therefore, it is our aim to minimise the difficulties that children may experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

Inclusion:

We are fully committed to the principle of inclusion and the good practice which makes it possible. Our policy as set out in this document, aims to enable children with SEN, traveller children and children whose first language is not English, to become fully integrated members of our school community. This will be achieved by careful consideration of the needs of each child and by either modifying activities or by providing support that will help the child to participate in them.

Three principles for inclusion

Setting Suitable Learning Challenges

We aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible. (See also More Able Children policy, Appendix 4) In order to do this, St Joseph's N.S. will use the 'Continuum of Support Process' as outlined in Table 1 below to identify educational needs. Identification of educational needs is central to setting suitable learning challenges for our SEN pupils. Using the continuum of support framework, our school will identify pupils' educational needs to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. It is important to look at a pupil's needs in context, and to use our resources to support this (for example, learning environment checklist, teacher checklist for whole-class structures and supports).

Table 1: Identification of Educational Needs through the Continuum of Support Process

Classroom Support	<p>The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class.</p> <p>A classroom support plan is developed and/or adjusted over time for those pupils who do not respond appropriately to the differentiated programme.</p> <p>This is informed by:</p> <ul style="list-style-type: none">Parental consultationTeacher observation recordsTeacher-designed measures/assessmentsBasic needs checklist *Learning environment checklist*Pupil consultation - My Thoughts About School ChecklistLiteracy and numeracy testsScreening tests of language skills <p>A classroom support plan runs for an agreed period of time and is subject to review.</p>
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School Support	<p>At this level a support plan is devised and informed by:</p> <ul style="list-style-type: none"> Teacher observation records Teacher-designed measures/assessments Parent and pupil interviews Learning environment checklist Diagnostic assessments in literacy/numeracy Formal observation of behaviour including ABC charts, frequency measures Functional assessment as appropriate, including screening measures for social, emotional and behavioural difficulties <p>A support plan at this level may detail suitable teaching approaches including team-teaching, small groups or individual tuition.</p> <p>A school support plan operates for an agreed period of time and is subject to review.</p>
School Support Plus	<p>This level of the continuum is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports from outside professionals (as appropriate) and may include:</p> <ul style="list-style-type: none"> Teacher observation and teacher-designed measures Parent and pupil interviews Functional assessment Results of standardised testing such as measures of cognitive ability, social, emotional and behavioural functioning, adaptive functioning etc <p>Data generated from this process is used to plan an appropriate intervention and can serve as a baseline against which to map progress.</p> <p>A support plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation.</p>

Procedure for NEPS Assessment in St. Joseph's NS

Stage One

- a. Teacher observation, testing and recording of concerning behaviours
- b. Where possible, external agency reports to support child's needs are examined
- c. Class teacher, with parent support and advice begins an individualised pupil file called a continuum.

Stage Two

- a. Class teacher refers the continuum file on to the resource team.
- b. Following the Sen termly review of caseloads, a child needs are assessed and prioritised
- c. If prioritised, a resource teacher will support the child and complete the resource section of the continuum by gathering evidence and reviewing all reports with the support of the parent.

- d. In May the Sen team review all continuum files and create a list of children who would benefit from a NEPS assessment

Stage Three

- a. The Sen coordinator, principal and NEPS psychologist use this list to prioritise children who may be given an assessment in any given year.

Note:

In any year any child can develop acute need as a result of e.g. Personal events, trauma. In such cases stage one and stage two are completed immediately and a NEPS assessment prioritised.

Meeting Children's Diverse Learning Needs

We take into account the different backgrounds, experiences, interests and strengths that influence the way in which children learn when we plan our approaches to teaching and learning. In planning our support, the 'Planning Template' outlining the 6 point action plan below will be utilised.

Planning Template to Guide the Allocation of Additional Teaching Supports for Pupils with Special Educational Needs (Primary Guidelines, p19-20)

<p>Action 1: Identification of pupils with special educational needs</p>	<p>Review existing information on pupils' needs, using school-based data and any information from parents and external professionals. Engage in additional screening and data gathering as required, using informal and formal assessment approaches (for example, teacher observations, information on social and emotional competence, standardised tests, diagnostic tests).</p> <p>Identify all pupils with special educational needs in the school. Match their needs to the appropriate level on the Continuum of Support.</p>
<p>Action 2: Setting targets</p>	<p>Based on individual needs, set clear learning targets for each pupil at each level of the continuum of support.</p>
<p>Action 3: Planning teaching methods and approaches</p>	<p>Identify the level and type of intervention required to meet targets for each pupil on the continuum of support. Schools should consider methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, team-teaching and small group teaching. They should also be mindful that the interventions and supports that they are using are evidence-informed.</p>
<p>Action 4: Organising early intervention and prevention programmes</p>	<p>Based on identified needs, choose evidence-informed early intervention/prevention programmes to address concerns. Identify time needed and staffing commitment required.</p>

Action 5: Organising and deploying special education teaching resources	<p>Cross-reference the needs of pupils at school support and school support plus levels and consider common needs that can be met by grouping to ensure effective and efficient teaching and learning approaches. Agree which teacher(s) will cater for these groups/individuals and when and where the teaching will take place.</p> <p>Be mindful of the requirement that pupils with the greatest level of need should receive the greatest level of support from teachers with relevant expertise.</p>
Action 6: Tracking, recording and reviewing progress	<p>Establish a tracking and recording system, to ensure that the progress of all pupils in meeting their identified targets is monitored:</p> <p>At whole-school and classroom support level by all teachers At the school support and school support plus levels by class teachers and special education teachers.</p>

Overcoming Potential Barriers to Learning and Assessment for Individuals and Groups of Children

We recognise that a minority of children will have particular learning and assessment requirements that will create barriers to learning. Our SEN policy envisages a whole school approach that takes into account the roles of the Board of Management, the principal, class teacher, special education teacher and the parents.

In attempting to achieve the above objectives the BoM, principal and staff will take all reasonable steps within the limits of the resources available to fulfil the requirements outlined in this policy document.

Board of Management

The BoM will fulfil its statutory duties towards pupils with special educational needs. It will ensure that the provision required is an integral part of the school development plan. Members will be knowledgeable about the school's SEN provision – funding, equipment and personnel. The BoM:

- Oversees the development, implementation and review of school policy on support for children with extra needs
- Provides adequate class accommodation and teaching resources
- Provides a secure facility for storage of records.

Principal

The principal has overall responsibility for the day-to-day management of provision. She will work closely with the SEN co-ordinator and will keep the BoM informed about the working of this policy. It will be the role of the principal in collaboration with the SEN co-ordinator to:

- Develop inclusive whole-school policies and monitor their implementation

- Assign staff strategically to teaching roles, including special education roles
- Co-ordinate teachers' work to ensure continuity of provision for all pupils
- Ensure that whole-school procedures are established to facilitate the effective involvement of parents, pupils and external professionals/agencies
- Ensure that effective systems are implemented to identify pupils' needs and that progress is monitored methodically
- Facilitate the continuing professional development of all teachers in relation to education of pupils with special educational needs, and ensure that all school staff (class teachers, special education teachers and special needs assistants) are clear regarding their roles and responsibilities in this area

Special Needs Co-ordinator

The Special Needs Co-ordinator will be responsible for:

- Overseeing the day-to-day operation of the SEN policy
- Co-ordinating provision for children with special educational needs
- Organises the timetable for support teaching
- Liaising with and advising fellow teachers and contributing to in-service training of staff
- Liaising with and advising SNAs with regard to supporting children with special needs
- Liaising with parents of children with special needs
- Monitoring and evaluating SEN provision
- Keeps a list of pupils who are receiving supplementary teaching
- Facilitating planning for class teacher with support teacher
- Supports the implementation of a tracking system at a whole-school level to monitor the progress of children who avail of additional support
- Keeps teachers informed about the external assessment services that are available and the procedures to be followed for initial referrals
- Advises parents on procedures for availing of special needs services
- Selects children for psychological assessment in consultation with class and support teachers and with NEPS
- Liaises with external agencies such as NEPS to arrange assessments of children with SEN
- Liaises with SENO regarding all aspects of special education provision
- Stores confidential information (Psychological Assessment Reports etc.) regarding SEN children and shares same with principal, class teachers, support teachers, SNAs, other agencies where appropriate.
- Participates in and or oversees the drafting of individualised planning and classroom support plans
- Arranges for exemptions from the study of Irish for pupils for whom this is appropriate.

The Role of the Class Teacher

Effective teaching and learning is critically important for all pupils, and especially for those with special educational needs. Meaningful inclusion implies that all pupils are taught in stimulating and supportive classroom environments where they are respected and valued. Mainstream class teachers have first-line responsibility for the education of all pupils in their classes. Accordingly, classroom teachers should ensure that they plan their lessons carefully to address the diverse needs within the classroom. This will include adapting their teaching approaches for some pupils whose individual progress, application, motivation, communication, behaviour or interaction with peers are causes for concern. This may require targeted interventions to develop relevant adaptive skills related to these needs. All mainstream class teachers will implement teaching approaches and methodologies that facilitate the meaningful inclusion of pupils with special educational needs. These include:

- Co-operative teaching and learning within mainstream classrooms
- Collaborative problem-solving activities
- Heterogeneous group work
- Differentiation
- Interventions to promote social and emotional competence
- Embedding Information and communications technology (ICT) in teaching, learning and assessment

Every pupil needs to be taught a broad and balanced curriculum that is appropriate to his/her developmental level. Pupils' levels of interest, attention, concentration and persistence should be gradually developed, extended and rewarded, using appropriate teaching strategies. To cater for the range of learning needs in any class, mainstream class teachers will regularly need to differentiate their lessons. This can be achieved by:

- Varying the level, structure, mode of instruction and pace of lessons to meet individual needs
- Adapting lessons to take account of pupils' interests
- Matching tasks to pupils' abilities and needs
- Adapting and utilising resources, including the use of technology
- Aspiring towards suitably challenging learning outcomes and assessing accordingly

Teachers can make lessons accessible to a broad range of pupils through the use of a variety of appropriate teaching approaches and methodologies, including active learning, small-group tuition, individual teaching, and scaffolded instruction. This may also require environmental adaptations to promote curricular access.

The Role of the Special Education Teacher

Special education teachers should be familiar with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs. Teaching approaches will include a combination of team-teaching initiatives, co-operative teaching, early intervention and small group or individual support. Depending on the learning needs identified, a pupil with special educational needs may be supported at classroom level, or through mainstream classroom placement with additional teaching delivered through in-class or withdrawal support models.

Some pupils with more complex and enduring needs may require specific methodologies, teaching approaches and/or learning activities. Such interventions should be based on careful identification of strengths and needs, including multi-disciplinary assessment when necessary.

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

- curriculum support
- life and/or social skills training
- physical training/gross motor development
- speech training/communication and/or language development
- behaviour modification programmes
- assistance with sensory modulation
- development of anger management strategies
- a combination of some/all of the above

Special education teachers, in consultation with class teachers, should plan their interventions carefully to address pupils' priority learning needs and to achieve the targets identified in the relevant continuum of support plan. Short-term planning should reflect the support plan targets and should break down the development of skills and content into small incremental steps to address each pupil's specific needs on a fortnightly basis. Outcomes for pupils should be routinely assessed, recorded and used to review progress. These outcomes should also be used to inform the targets for the next phase of intervention. In addition to consultation around the individual needs of their child, parents also value receiving good information on the nature and type of the special educational needs provision available in the school. Our school will consult with parents when developing and reviewing policies relating to the education of children with special educational needs. This helps to ensure that parents understand the school's approaches and better enables them to support their children in transitioning through the school.

Role of the Special Needs Assistant(SNA):

The SNA's work is under the direction and supervision of the class teachers, in order to help promote effective learning and teaching. Their role is as follows:

- To respond to care needs of S.E.N children.
- To contribute to the effective organisation and use of resources
- To contribute to the quality of care and welfare of pupils
- To support the needs of pupils in effectively accessing the curriculum
- To support the quality of learning and teaching in the classroom

All SNAs are appointed on a shared access basis. Depending on the level of need in a classroom, an SNA will be assigned to a class at certain periods to assist the class teacher in his/her efforts to meet the needs of the children identified at stages 1, 2 and/or 3 (for example when a child who has access to an SNA is with the resource teacher). The SNA will complete personal pupil plans in consultation with care team, parents, class teacher, SEN teacher and outside agencies support personnel.

Language Teacher for children with language difficulties

Language teacher will liaise between staff in language class and mainstream, assist class teachers and support teachers in setting targets and in managing behaviours.

Parental Involvement

Good parental engagement is a critical factor in enhancing outcomes for pupils with special educational needs. Parental engagement is enhanced when parents are consulted in relation to their children's needs and strengths, on the supports and strategies being developed to support their children, and when they are involved in regular reviews of progress. The Continuum of Support process and use of the Student Support File provide valuable opportunities to engage with parents and to build a collaborative approach to identifying and responding to the needs of pupils with special educational needs. There may also be opportunities for parents to work collaboratively with the school.

In addition to consultation around the individual needs of their child, parents also value receiving good information on the nature and type of the special educational needs provision available in the school. Our school will consult with parents when developing and reviewing policies relating to the education

of children with special educational needs. This helps to ensure that parents understand the school's approaches and better enables them to support their children in transitioning through the school.

The Parents/Guardians of the pupils of St Joseph's N.S. can prepare for and support the work of the school by:

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

Role of the pupil

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

"Good engagement and participation in their own education has many associated benefits for pupils. This is particularly important for pupils with special educational needs and can help enhance their academic and social and emotional outcomes" (2017 Guidelines: p. 24).

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

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

Admissions

The school aims to meet the needs of any child whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. The Ed. For Persons with Disabilities Act 2004 states that 'A child is entitled to attend the school which is most suited to his or her overall needs'.

Parents are required to notify the school of their child's special needs in advance of admission, in '**Application for Admission Forms**'. The Board of Management will request a copy of the child's medical or psychological report. No child will be refused admission solely on the grounds that s/he has SEN except where the provision required is incompatible with that available in our school.

Special Facilities

St Joseph's N.S has ramps and lifts where appropriate. Where specialised equipment is to be used training is given to staff as required.

Resources

St Joseph's N.S. is a well-resourced school, which constantly monitors and updates its resources. I.T. provision is good and is updated regularly.

Whole School Strategies to minimise learning difficulties

Our strategies for preventing learning difficulties include:

1. Promotion of Literacy:

- Whole school promotion of Reading for Pleasure Record in journals, book review cards.
- Comprehension Strategies
- Reading recovery
- Genre Writing
- Literacy station work.
- Guided Reading from Senior Infants to 6th classes.
- Print rich environment ,
- Shared/paired reading ,
- Story time, Library time, DEAR time, Book Week, Book Fair, Reading buddies, Word games, Class library, visiting authors,
- Write a Book Project.
- Access to Literacy apps on school ipads and at home
- Word Detective Programme

2. Promotion of Maths:

- Maths Week
- Maths stations
- Maths Recovery
- Ready Steady Maths
- Access to Maths apps on school iPads and Chrome books
- Maths Trails
- Maths Quizzes

3. Early Intervention

We believe it is very important to identify and assess children with special needs as early as possible so that effective interventions can be put in place. Screening tests are administered in Junior Infants during their second term in school. The M.I.S.T. (Middle Infants Screening Test) is administered to all pupils in Senior Infants during the second term of the school year. Pupils who present with scores below a given point are selected to participate in the Forward Together Programme. The parents of these pupils are invited to attend weekly meetings for an 8-10 week period. These meetings are facilitated by the Special Education Support teachers in Senior Infants. The focus of these meetings is to effectively promote Literacy in the home and to support parents regarding best practice in this area. Each week a particular aspect of Literacy is explored through various activities. During the following week, parents put into practice the strategies and activities explored at the meeting. Where it is not possible for parents to attend the programme is run with the children by the L/S. teachers.

At the end of the 8-10 weeks, every participating pupil is re-tested (using M.I.S.T.) to measure progress made as a result of this early intervention.

Developing Listening Skills:

Promoting a classroom environment where children listen to others, do not interrupt the speaker and wait their turn; Circle time, Listening games/activities; Listening Programmes; Listening to music.

Observation and/or assessment:

Observation: Methods in use- personal checklists, record sheet for each child, Shared observation (2nd opinion), listening to reading, General correction of homework.

Recording observation-Checklists, Personal records, reading records, paired reading, Teachers own observation.

Share concerns with: - Last year's/ next year's teacher, similar level teacher, parents, L/S teacher, SEN co-ordinator

4. Group work with children with emotional and behavioural needs to develop key social skills and promote self-esteem and well-being.

SEBD Groups: Rationale.

SEBD groups were established to support students who struggle to cope fully with the routine of daily tasks in the classroom setting, for various reasons, which include but are not limited to:

- low self- esteem and negative view of self
- lack of self confidence
- communication concerns e.g: mutism /social anxiety
- friendship difficulties/ impaired social interactions
- non - compliant behaviour
- aggressive and violent behaviour
- flight risk
- repeated conflict
- anti-social behaviour
- inattentiveness; distractibility and impulsiveness;
- negative attention-seeking behaviours
- poor attitude towards work, peers or teachers
- disruption to class : off-task / shouting out / annoying others
- problems working in groups and in forming relationships.
- depressed behaviours such as withdrawal, anxiety and mood swings

The focus of the SEBD group is to address these difficulties, with dedicated work and targets to focus on individual needs.

The groups use the “Weaving Well Being Character Strengths Programme”, “Incredible Years Programme”, “Walk Tall Programme” and a comprehensive range of support activities (see attached). Through group sessions students will develop social and emotional competence, character building, self-empowerment and cognitive reframing.

Stages of Assessment and Provision

Access to the school’s broad and balanced curriculum is achieved for most children by differentiation of class work by the class teacher. When a class teacher, or home school liaison teacher, identifies a child with SEN the class teacher consults with the SEN coordinator and provides interventions that are ADDITIONAL TO or DIFFERENT FROM those provided as part of the school’s usual differentiated curriculum. The first line of responsibility for the progress of all pupils in the class lies with the class teacher. However, as most of our support is in-class the stages are less defined than in situations where learning support is delivered by withdrawal.

See SEN co-ordinator file which has a Register of Pupils with Special Educational Needs who are in receipt of interventions through the Continuum of Support Framework.

Class support level

Class teachers initially discuss their concerns with the child’s parents.

The triggers for this intervention could be;

- The child makes little or no progress even when teaching approaches are directed at an identified area of weakness
- The child shows signs of difficulty in developing literacy and numeracy skills, which result in poor attainment
- Persistent emotional or behavioural difficulties which do not respond to behaviour management techniques used by the school
- Has sensory or physical difficulties
- Has communication and/ or relationship difficulties

The class teacher completes a Stage One form and monitors the Record of Differentiated Support for half a term. If this strategy does not work then the teacher will continue to the next stage, School Action.

Teachers inform Parents that their child’s needs would be better served in a small group with a support teacher. Parents will need to sign their consent.

Stage Two – School support level

In cases where the Record of Differentiated Support indicates that progress has not been made, or if the results of tests (M.I.S.T., Drumcondra Primary Reading Test) and teacher observation indicate this to be the case, intervention in the form of a support teacher will be accessed. Again, class teachers will discuss their concerns with the child’s parents. The action taken will be as follows:

- The class teacher and support teacher will differentiate the curriculum in specific areas with achievable goals to be implemented by the class teacher and support teacher.
- If there are others in the class with similar difficulties in one or more of the specific areas, then a group educational plan will be implemented.
- These programmes will be reviewed and updated every term.
- While every effort will be made to allow the SEN group/individual to remain included in class, there may be a need to work part of the programme in a SEN room with the support teacher or

class teacher. This withdrawal will be time limited and for specific purposes only (e.g. Reading recovery.)

- Where progress is such that the child is no longer giving cause for concern, the child will revert to the usual differentiated curriculum available to all children.

Stage Three – School support plus level

The support or class teacher will perform diagnostic tests on these children (at School Action) usually at the beginning and end of the school year. These tests can include the Non Reading Intelligence test, BIAP, WIATT etc.

When it has been identified that a child is still struggling and performing below the tenth percentile despite School Action the class teacher with the support teacher and SEN coordinators, in consultation with the child's parents, may consider the following actions:

1. A psychological assessment will be arranged (see Education for Persons with Disability Act 2004)
2. Other outside agencies may need to be contacted, who will advise on a range of provision including IEP targets and strategies.
3. The triggers for extra intervention could be that, despite receiving an individualised programme the child:
 - Makes little or no progress over a long period of time
 - Continues to work at Primary Curriculum levels substantially below that of children of a similar age
 - Continues to have literacy and numeracy difficulties
 - Has emotional or behavioural difficulties which substantially and regularly interfere with the child's learning, or that of other children, despite an appropriate behaviour management programme and IEP
 - Has sensory and/or physical needs, and requires additional specialist equipment or regular visits from an advisory service
 - Has an ongoing communication or relationship difficulty that prevents social development, and act as a barrier to learning.
4. If it is felt by the psychologist that a child has care needs, a special needs assistant may be applied for.
5. In circumstances where a child uses specialised equipment, consultants will be required to demonstrate how the equipment is to be used to at least two SNAs and either the class or support teacher. The SEN co-ordinator should also be present.
6. The use of specialised yard equipment may also need to be demonstrated to these staff members. Courses will be provided on an ongoing basis to train staff in the relevant areas.
7. If the psychologist recommends an exemption from Irish the Principal will see to this under guidance from the Department of Ed. And Skills.

Individual Education Plan – School support plan plus document.

Based on Psychologist's report, tests, Record of Differentiation and School Action Plan the class teacher with the support teacher, SNA (if assigned), parents and representatives of outside agencies (if necessary) formulate an Individual Education Plan.

These IEPs, which employ a small – steps approach, feature significantly in the provision that we make in school. By breaking down the existing levels of attainment into finely graded targets, we ensure that the child experiences success.

This plan includes:

- the nature and degree of the child's abilities and skills
- the degree of the child's special needs,
- the present level of performance,
- services to be provided,
- services for transition to 2nd level school where appropriate,
- the goals, which the child is to achieve over a period of half a year.

The strategies set out in the IEP will, as far as possible, be implemented in the normal classroom setting.

The management of the IEP strategies will be the responsibility of the class teacher, support teacher and the SEN coordinator.

REVIEW of IEPs

The SEN coordinator will ensure that the review is conducted termly. The class teacher consults with the support teacher, the child (and SNA if appointed). They agree on the expected outcomes of the IEP. A draft copy is formulated and sent home to the child's parents. The parents are invited to attend a meeting to discuss or make recommendations to the draft review if they so wish. Again, outside agencies may play a part in formulating the final copy. The review will be recorded on the IEP Review form. (Attached, Appendix 5).

Where progress is unsatisfactory it may be decided that the child continues to receive additional supports. Where progress is satisfactory, and where the child is consistently achieving targets over the stated time, a decision will be made to revert to School Action.

The review in May will be to formulate an IEP, which will be part of the plan for the next teacher in September. It will be carried out as outlined above.

IEPs for children moving to 2nd level will be referred to at the consultation meetings with the 2nd level representative.

Integration and intercultural education

In St. Joseph's the integration of Travellers and newcomer children in mainstream provision, in a fully inclusive model of educational provision, creates a positive environment for all.

All staff has an understanding of anti-discrimination, antiracism, anti-bias and interculturalism. All professional upskilling programmes undertaken by staff supports the development of skills, knowledge and attitudes for dealing with issues and challenges and for making St. Joseph's a truly inclusive school.

Guiding principles include

- provision of resources in accordance with identified educational need
- sharing of the same accommodation and other physical resources by Travellers and settled learners and newcomer children
- inclusion of the reality, needs, aspirations, validation of culture and life experiences of Travellers in curricular planning, educational administration, and the day-to-day life in each educational setting, including the special education setting
- promotion and acceptance of parity of esteem, whereby difference is acknowledged, respected, and welcomed;
- pursuit of ways and means to respond to the educational needs of nomadic Travellers

- affirmation and support for Travellers and newcomer children with disabilities and also for their parents
- provision of education in a way that accepts and validates the identity of all Traveller learners, including Travellers with disabilities.

Role of Parents

While the responsibilities of Traveller and newcomer parents in the education process is acknowledged, their capacity to engage in the process is determined by several factors, one of the most significant being their own educational and socioeconomic background. Many challenges face Traveller and newcomer parents, above and beyond those facing most settled parents.

Eviction or forced movement places huge stresses on children, as it may be difficult to make arrangements for the provision of education for children of an evicted family.

Other challenges facing Traveller and newcomer parents include their own poor educational attainment and, for many, their negative experience in school, illiteracy, and the widespread experience of exclusion.

Even in St. Joseph's some Traveller and newcomer parents feel that they cannot take for granted things that settled parents generally do not even have to consider, for example that their child will be welcomed in some schools, will be treated fairly, and will have their needs dealt with in a respectful way.

The HSCL, Muirne Lawlor, Kiva Programme, management structure, and whole-staff training in St. Joseph's support Traveller and newcomer parents developing confidence in the education system and St. Joseph's ability to protect their children's rights and enhance their education.

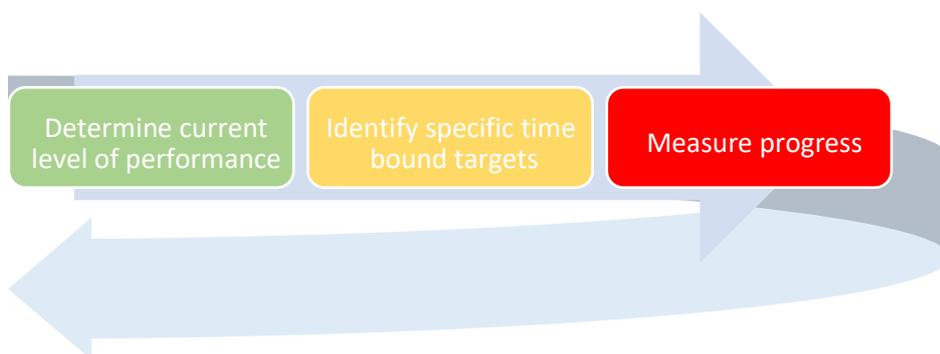
Complaints

If parents have a complaint about the Special Ed. provision made, then they should in the first instance make an appointment to speak to the SEN coordinator and then the principal.

The complaint will be investigated and dealt with as early as possible. If the matter is not resolved to the parents' satisfaction, then the matter proceeds to the B.O.M.

Monitoring and Reviewing

Pupils' progress in relation to achieving their targets will be regularly and carefully monitored. This stage of the process is informed by effective measurement of baseline performance, including the use of criterion-referenced tests and other methods of assessment (for example, teacher-designed tests, checklists, samples of work, observation) that allow pupils to demonstrate their progress. This will lead to the establishment of specific targets to be achieved within a defined timeframe as outlined below.



Monitoring outcomes is part of a dynamic process of identification, target-setting, intervention and review, which in turn should lead to adjustments in support plans. The Student Support File provides schools with a useful resource to support and record this process. It includes a Support Review Record to guide teachers when monitoring progress and reviewing outcomes with parents and pupils. Such monitoring of progress, and subsequent adaptation of support plans, are key drivers of effective practice.

In addition to monitoring outcomes at the individual level, it is also important to review outcomes at group, class and whole-school level. This review will include some of the following measures: attainment, communication, independence, attendance, social inclusion and well-being (for example, sense of belonging and connectedness to school) for pupils with special educational needs.

The BoM will ensure that SEN provision is an integral part of the school development plan and will evaluate the effectiveness and success of this policy by monitoring:

- the standards obtained by children with special needs
- the number of children at each of the three stages: Differentiation within Class, School Action and Resource.
- The level and pattern of help (i.e. average time allocated and the balance of in-class and withdrawal support)
- Views of parents
- Visits from specialist teachers
- Staff views on in-service
- Children's views

This policy will be reviewed annually.

This policy was ratified by the B.O.M in **December 2018**.

This policy was reviewed by the BOM on 7th February 2023

The Board of Management of St Joseph's N.S. reserves the right, to review and modify the SEN Policy as necessary.

Sr. Joan Watters

Chairperson, B.O.M

Dr Rosalyn Morris

Principal

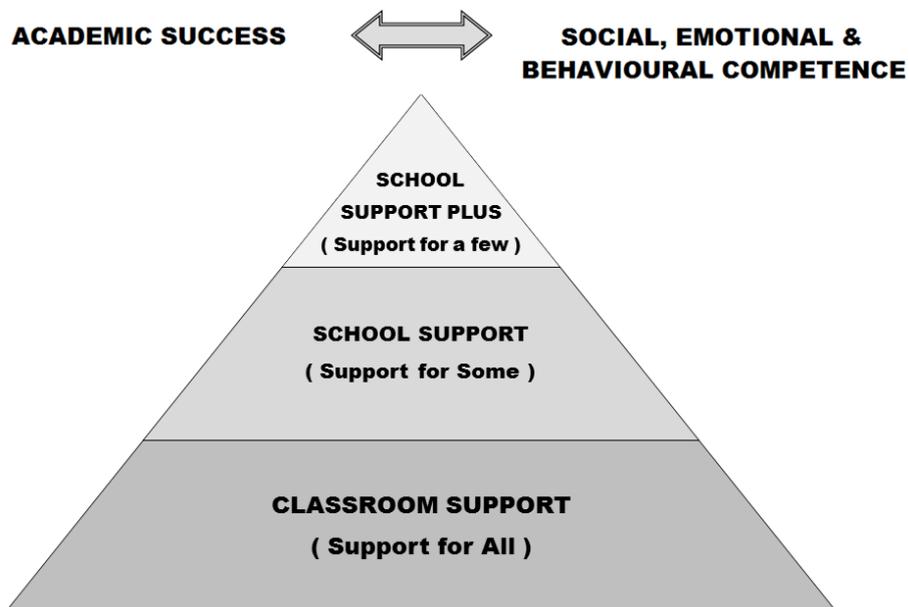
Date: _____

Date: _____

Appendix 1

Student Support File	
Name of Student:	
Date of Birth:	
School:	
Date File Opened:	
Date File Closed:	

A Continuum of Support



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

Student Support File, Log of Actions

Date	Actions

SUPPORT PLAN**Classroom Support**School Support (Support for SOME)**School Support Plus (Support for A FEW)***To be completed by the Teacher(s)**

For help, see 'SEN, A Continuum of Support - Guidelines for Teachers', *BESD: A Continuum of Support – Guidelines for Teachers* pp.71-74; *A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers*, pp. 51, 53, 54, 57.

Student's Name:		Age:	
Lead Teacher:		Class/Year:	
Start Date of Plan:			
Review Date of Plan:			
Student's Strengths and Interests:			
Priority Concerns:			
Possible Reasons for Concerns :			
Targets for the Student:			
Strategies to help the Student Achieve the Targets:			
Staff Involved and Resources Needed:			
Signature of Parent(s)/ Guardian(s):			
Signature of Teacher:			

SUPPORT REVIEW RECORD*

Classroom Support
School Support (Support for SOME)
School Support Plus (Support for A FEW)

To be completed by the teacher(s) as a review of the plan and as a guide for future actions.
 For help, see 'SEN: A Continuum of Support - Guidelines for Teachers', 'BESD: A Continuum of Support – Guidelines for Teachers', 'A Continuum of Support for Post-Primary Schools, Resource pack for Teachers', 'Student Support Teams in Post-Primary Schools'.

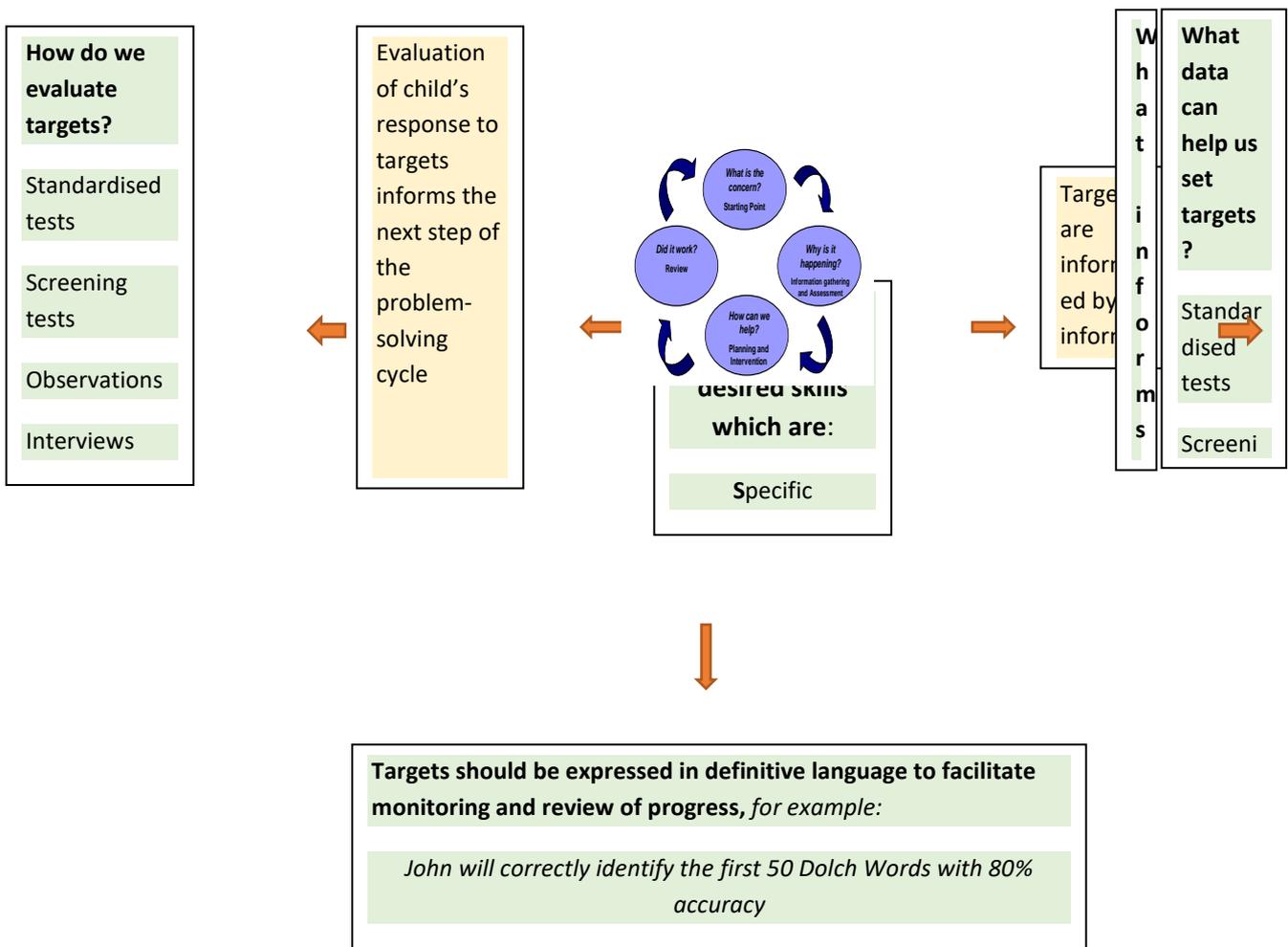
Student's Name:	Class/ Year:	
Names of those present at review:	Date of Review:	
What areas of the plan have been most successful and why?		
Since the start of the plan, has anything changed in relation to the original concerns? If so, what are these changes, and what have we learned from them?		
Have the student's needs changed since the start of the plan? If so, how?		
Recommended future actions – what, how, who, when?		
Any comments from the student?		
Any comments from the parent(s)/guardian(s)?		
Signature of parent(s)/ guardian(s):		
Signature of teacher(s):		

Outcome of Review (tick as appropriate):		
<input type="checkbox"/>	Revert to previous level of support-	<input type="checkbox"/>
		Progress to next level of support-

Support for All/ Classroom Support OR Support for Some/ School Support	Support for Some/ School Support OR Support for a Few/ School Support Plus
Continue at Current Level of Support	Request consultation with other professionals

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

Appendix 2: Target-setting as part of the problem-solving-framework



Appendix 3:

Support Checklist		
Name:	Age:	Class:
General Information:	Date Checked:	Comments:
Parent(s)/Guardian(s) Consulted:		
Information from previous school/preschool gathered:		
Hearing:		
Vision:		
Medical Needs:		
Basic Needs Checklist Completed:		
Assessment of learning-screening:		
Observation of learning style/approach to learning:		
Observation of Behaviour:		
Interview with Pupil:		
. Classroom work differentiated?		
. Learning environment adapted?		
. Yard/school environments adapted?		
. Informal or formal consultation/advice with outside professionals?		
. Advice given by learning support/resource teacher or other school staff?		
. Other interventions put in place in school?		
Action needed		

Appendix 4

Exceptional Ability & Giftedness Policy

Definition and Background:

'An able child is one that achieves or has the ability to achieve at a level significantly in advance of their peer group. This may be in all areas of the curriculum or in a limited range'. (Eyre, 1999)

- Children who are considered gifted may have been assessed by a psychologist and found to have a high level of intelligence (an IQ score of 130+, 98th Percentile)
- Giftedness is recognised as a 'disability' or special education condition in the Education Act (1998).

School Ethos:

We, the teaching staff at [Insert School Name] have agreed to cater for those pupils who are exceptionally able in **academic** areas (i.e. the top 2% of the school population).

Those pupils who show exceptional talent in **non-academic** areas e.g. psychomotor ability, mechanical aptitude, visual and performing arts ability, will be given information regarding the relevant outside agencies.

Procedure for identification of pupils with Exceptional Ability

Criteria for Assessment:

1. A range of strategies may be used to identify exceptionally able pupils:

- Annual standardised tests
- NRIT
- Psychological Assessments
- Teacher observation
- Parental requests
- Referral by other individuals, schools or organisations.

2. From first class onwards, pupils who score on or above the 98th percentile in the Micra **and** Sigma tests will then do the NRIT, NVRT and BPVS to gain a more definitive guide of their ability.

3. Where a teacher observes children displaying exceptional ability in a specific academic area, then further assessment may be carried out to establish giftedness. Where it is a non-

academic area, the parent will be informed of outside agencies more suited to the development of the pupil's giftedness.

Catering for Pupils with Exceptional Ability:

Pupils who meet the criteria for exceptionally able (IQ of 130+) will be catered for within the classroom based on a differentiated programme of work or if deemed possible by the Principal may be offered extension classes on a withdrawal basis, subject to the approval of the pupil and their parents. These classes will form part of each SET's timetable where feasible.

Responsibility and Management:

1. The class teacher is responsible for differentiation within the classroom, including acquisition and distribution of teaching resources for differentiation.

2. The SET team will be responsible for the assessment stage of this process, organisation of extension classes including timetabling (where applicable), acquisition and distribution of information regarding referral and assessment by outside agencies.

3. The Principal will liaise with parents, SETs and class teachers throughout the process.

4. According to guidelines for professional development, costs will be paid by thing BoM to teaching staff who attend in-service training and courses about giftedness.

SUPPORT REVIEW RECORD*	<i>Classroom Support</i> <i>School Support (Support for SOME)</i> <i>School Support Plus (Support for A FEW)</i>
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This policy is subject to review following the issue of NCCA Guidelines or at least annually

To be completed by the teacher(s) as a review of the plan and as a guide for future actions.

For help, see 'SEN: A Continuum of Support - Guidelines for Teachers', 'BESD: A Continuum of Support – Guidelines for Teachers', 'A Continuum of Support for Post-Primary Schools', 'Resource pack for Teachers', 'Student Support Teams in Post-Primary Schools'.

Student's name	Class/ Year	
Names of those present at review	Date of Review	

What areas of the plan have been most successful and why?

Since the start of the plan, has anything changed in relation to the original concerns? If so, what are these changes, and what have we learned from them?

Have the student's needs changed since the start of the plan, and if so how?

Recommended future actions – *what, how, who, when?*

Any comments from the student?

Any comments from the parent(s)/guardian(s) comment?

Signature of parent(s)/ guardian(s)

Signature of teacher(s)

Outcome of review (tick as appropriate)

<input type="checkbox"/>	Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support	<input type="checkbox"/>	Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus
<input type="checkbox"/>	Continue at Current Level of Support	<input type="checkbox"/>	Request consultation with other professionals

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

Appendix 5

IEP Planning/Review Sheet

Name of Student: _____ **Class:** _____

Progress to Date/ Strengths:

(The nature and degree of the child's abilities, skills and talents)

Areas for Improvement/Presenting Difficulties:

(The nature and degree of the child's special educational needs and how those needs affect his/her progress)

(The present level of educational performance of the child)

Summary of Special Educational Needs:

(The special educational needs of the child)

Special Educational Provision:

(The special education and related support services to be provided to the child)

Further Information: