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**St Paul’s N.S.**

**Whole School Policy**

**for**

**Special Education Teaching (S.E.T.)**

This SET policy was updated and developed by the Learning Support teacher in collaboration with the school staff at the start of the academic year 2022-2023 after we opened our first SEN class in September 2022 and welcomed 6 children with ASD.

**1.Introductory Statement**

**Situation**

 This draft policy on SEN provision in St. Paul’s NS, Walshestown, was originally drawn up by the Principal, class teachers and special education team at a series of consultative meetings, which took place between September 2007 and May 2009. It was updated in December 2022, following a series of meetings and consultation with members of the PC, taking cognisance of directives contained in:

* The 1998 Education Act;
* The Learning Support Guidelines (2000);
* The Education for Persons with Special Educational Needs Act (EPSEN) 2004;
* Recent Department of Education and Skill Circulars- Circular 02/05 and 13/17 outlining the new model of support.

The purpose of this policy is to provide practical guidance for teachers, parents and interested persons on the provision of effective support to pupils experiencing low achievement and/or learning difficulties. In addition, to enable children with special educational needs to join in the normal activities of the school along with other children.

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. Parents are required to notify the school of their child’s special needs in advance of enrolment. The Board of Management will request a copy of the child’s medical or psychological report. No child can be refused admission solely on the grounds that he/she has special needs except where the provision required is incompatible with that available in our school.

**2 Description of the School.**

St. Paul’s NS Walshestown is a small rural school with a current enrolment of 105 pupils under the patronage of the Catholic Bishop of Armagh. It is a mainstream primary school with special classes. It is a single storey building with ramps where appropriate and a toilet with wheelchair access. There are five classrooms, two special education rooms and one modular classroom for the SEN class. There is an also a large hall, a library, a computer room and an office.

There are five class teachers including a teaching Principal, one full-time special education teacher and one shared full-time special education teacher (20 hours)There is also two full-time special needs assistant and one 0.83 SNA.

We have one SEN class with one teacher and 3 SNA’s.

**Belief Statement**

Due to the sensitive nature of SEN, the strictest confidentiality should be upheld by

all members of staff at all times. All matters arising should be brought to the attention of the principal.

We value and respect the uniqueness of each individual. We strive to empower pupils with diverse needs to reach their fullest potential as individuals and as members of the school and wider community.

**2.Aims and outcomes**

Our principal aim is *to optimise the teaching and learning process in order to enable pupils with learning difficulties to achieve levels of proficiency in literacy and numeracy before leaving primary school*. This support may be provided by the class teacher and/or the SET.

**Subsidiary aims**

 To develop a positive self-esteem and a positive attitude towards the school and learning in those pupils who experience academic difficulty.

 To enable pupils to participate in the full curriculum although it may have to be adapted and modified to suit the individual needs of the child.

 To enable pupils to monitor their own learning and become independent learners.

 To provide supplementary teaching and additional support in English and / or

Mathematics.

**Principles of Learning Support**

Effective learning programmes are based on the following principles:

 Effective whole-school policies and parental involvement.

 Prevention of failure.

 Provision of intensive early intervention.

 Direction of resources towards pupils in greatest need.

Adherence to these principles results in a greater awareness in schools of the individual learning needs of pupils, an earlier and more effective whole-school response to their needs and a reduction in the numbers of pupils from third to sixth classes requiring supplementary teaching.

**Expected Outcomes of Special Education Teaching**

The expected outcomes of learning-support programmes for pupils with low achievement/learning difficulties can be described as follows:

 Improved learning by these pupils.

 Enhancement of basic skills and learning strategies to a level which enables these pupils to participate in the full curriculum.

 The achievement of adequate levels of competency in literacy and mathematics by these pupils before they leave primary education.

 The application of independent learning strategies by these pupils resulting in commitment to, and involvement in their own learning, positive attitudes to school and high levels of self esteem.

 Partnership between class teachers, special educational teachers and parents in planning and implementing supplementary teaching programmes for these pupils.

The effective implementation of learning support is central to the achievement of these aims and outcomes in our school.

**3. Continuum of Support Guidelines – A Staged Approach**

**Stage 1. Classroom Support** If a class teacher or parent has concerns about the academic, physical, social or emotional development of a child, the class teacher will then construct a simple, individual plan of support to be implemented in the normal class setting. This plan will form the 1st instructional page of the child’s Continuum of

Support and will be based on screening measures administered by the teacher. The plan will be reviewed after each instructional term (using the Review Page from the Continuum of Support document). If the plan is working well for the child it may be decided to continue with it. If insufficient progress is made and the child is still having difficulty then Stage 2 (School Support) is implemented.

**Stage 2. School Support** If further intervention is deemed necessary (after further diagnostic testing by the Learning Support teacher) and the child is to receive supplementary teaching at School Support Level then a letter of consent will be sent to the parents by the Learning Support teacher in question. (Template of letter kept in SEN folder and in document folder in Aladdin). The class teacher and special

educational teacher then draw up a plan of appropriate learning outcomes for the child. This plan will form the 2nd instructional page of the child’s Continuum of Support and will be implemented in conjunction with the child’s Classroom Support Plan (1st Page). The child’s parents/guardians will be informed of this plan, invited to contribute and asked to sign it. This plan will be reviewed at the end of each instructional term and if significant concerns remain after a number of reviews, it may be necessary to involve outside agencies such as NEPS or the HSE. (Stage 3)

**Stage 3. School Support Plus**

The school may formally request a consultation from other professionals outside the school in respect of children who fail to make sufficient progress after supplementary teaching or the implementation of a behavioural programme, as appropriate. Such professional advice is sought from psychologists, speech therapists, audiologists, occupational therapists etc. This is carried out in consultation with and with the permission of the child’s parents/guardians. Following the consultation, the class teacher, special educational teacher, parents and outside professional (if available) will draw up a Learning Programme for the child. This plan will form the 3rd instructional page of the child’s Continuum of Support. In case of children identified at an early age as having significant special educational needs, intervention at Stage 3 will be necessary on their

entry to school. Support in the classroom will be an essential component of any learning

programme devised for such children and primary responsibility for the child will remain with the class teacher in consultation with the designated Learning Support teacher.

Note: The ‘Log of Actions’ in the Continuum of Support will be added to as appropriate (after a decision has been made or a meeting held). These additions will be made by the Class Teacher or the Special educational teacher.

**4.Staff role and Responsibilities**

Effective implementation of this SET policy in supporting children with literacy and numeracy difficulties requires the support of all the partners in education.

 Board of Management

 Principal

 Class Teacher

 Special Educational Teacher(s)

 Parents

 Pupils

 Special Needs Assistant

 Other: Ancillary Services, i.e. Health Service Executive, National Educational Psychological Service, National Council for Special Education, Speech Therapist, Psychologist etc.

We clearly define their roles as follows:

**Board of Management**

The Board of Management will:

 be informed of the reviewed Special Educational Needs (SEN) policy and any updates to it.

 ratify the SEN policy.

 ensure that satisfactory classroom accommodation and teaching resources are available.

 provide secure facilities for the storage of records relating to children in receipt of SEN support.

**Principal Teacher**

The principal teacher has *overall responsibility for the school’s SEN programme and*

*for the operation of services for children with special educational needs*. This includes:

 Ensuring that the teachers and parents of pupils who are selected for diagnostic assessment and supplementary teaching are enabled to fulfil their roles as outlined in the school plan.

 Assuming overall responsibility for the development and implementation of this policy.

 Assuming direct responsibility for co-ordinating learning support and special needs services or identifying a teacher to perform this role.

 Helping teachers to increase their knowledge and skills in the area of learning support teaching.

 Monitoring the selection of pupils for supplementary teaching, ensuring that this service is focused on children with very low achievement.

 Arranging for whole school screening in English and Mathematics.

 Liaising regularly with SET team.

**Class Teacher**

The Class Teacher has primary responsibility for the progress of all children in his/her class, including those selected for supplementary teaching. (Guidelines 2017)

The Class Teacher will-

 provide effective teaching and learning opportunities

 support the identification of learning difficulties

 provide Classroom Support (Stage 1)

 log actions in the Support Plan

 communicate with parents/guardians

 draw up Classroom Support Plans ( Stage 1 Continuum of Support) “Interventions with children at stages 2 and 3 should include a classroom support plan to ensure that the children’s needs are met for the whole school day” (Guidelines 2017 p7)

 collaborate with the SEN Teacher in the development of a Support Plan for each child who is in receipt of supplementary teaching at School Support/School Support Plus Level on the Continuum, by identifying appropriate learning targets and by organising classroom activities to achieve those targets. A key role of successful support is a high level of consultation and cooperation between the Class Teacher and the Support Teacher.

Central to this consultation is the development, implementation and review of support plans. This consultation will be achieved through formal timetabling at least once per instructional term, and through informal consultation as the need arises.

**SEN Teachers**

The central roles of the special educational teachers will be to

a) support the class teacher in optimising teaching and learning opportunities and

b) provide specialised teaching to those children with identified special educational needs.

Special Educational Teachers responsibilities will consist of both teaching and non- teaching duties.

**These will include:**

Providing supplementary teaching commensurate with the child’s particular and individual needs.

Researching the child’s learning difficulty/SEN, to become familiar with their needs and their preferred learning methods.

Being familiar with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs (Guidelines 2017 p.13).

Developing a Support Plan for each child who is selected for supplementary teaching, in consultation with Class Teachers and parents.

Maintaining a Short-Term Plan and Progress Record, or equivalent, for each individual or group of children withdrawn for support teaching. Maintaining a Short-Term and Progress Record (together with the Class Teacher) for in-class support.

Administering a range of formal and informal assessments and maintaining records of the outcomes of those assessments. This will involve:

- Conducting an initial Diagnostic Assessment of each child who has been identified as having low achievement and/or a learning difficulty, based on results of an appropriate screening measure and record the findings of the assessment in the child’s Support Plan.

- Monitoring the ongoing progress of each child in receipt of supplementary teaching in relation to the attainment of agreed learning targets and short-term objectives that arise from them and recording the observations in the Short-Term Plan and Progress Record, or equivalent.

- Reviewing the progress of each child at the end of an instructional term and recording it on the child’s Support Plan.

- Providing supplementary teaching in English and/or Mathematics to children who experience low achievement and/or learning difficulties at School Support/School Support Plus (as per selection criteria). Supplementary teaching will also be provided for children whose social skills, gross/fine motor skills and English language skills need further development (EAL).

* Logging actions in the Support Plan.
* Delivering early intervention programmes.
* Assisting the implementation of whole-school procedures for the selection of children for supplementary teaching.
* Contributing to the development of SEN policy. Providing advice to the Class Teacher (if requested).
* Meeting with parents of children who are in receipt of support teaching where a

concern is ongoing.

* Liaising with external agencies such as speech and language therapists etc., and implementing suitable recommendations, wherever possible.
* Implementing school policies on preventing learning difficulties, screening children for learning difficulties, interpreting the outcomes of diagnostic assessments and providing supplementary teaching, where it is deemed necessary.

**Role of SNA**

The role of an SNA will be to carry out duties based on the care needs of the child. The tasks associated with these duties can be of a primary or secondary nature. (Circular 0030/2014)

**The primary care support tasks may include:**

 Administration of medicine.

 Assistance with toileting and general hygiene.

 Assistance with mobility and orientation.

 Assisting teachers to provide supervision in the class, playground and school grounds, and at recreation, assembly and dispersal times.

 Assisting children while at play as appropriate.

 Provision of non-nursing care needs associated with specific medical conditions.

 Care needs requiring frequent interventions including withdrawal of a child from a classroom when essential.

 Assistance with moving and lifting of children, operation of hoists and equipment.

 Assistance with severe communication difficulties including enabling curriculum access for children with physical disabilities or sensory needs and those with significant, and identified social and emotional difficulties.

**Role of Parents/Guardians**

The central role of parents/guardians of children with SEN is the same as all parents/guardians, i.e to support the work of the school and to optimise teaching and learning opportunities for their child at home.

**Role of Children**

The role of the child with SEN will be that of active participant in their own learning;

the extent and nature of this will depend on their strengths and needs.

**Role of External Bodies and Agencies**

Our school liaises with external professionals such as NEPS Psychologists, Special Education Needs Organisers (SENO), the National Council for Special Education (NCSE) Support Service, the HSE (Health Service Executive), Early Intervention

Teams, School Age Teams, Tusla and the Inspectorate. We acknowledge that the needs

of many children span both health and education services. We therefore liaise with and contribute to health-led assessment and delivery of interventions and facilitate meetings between parents and various support services. We also endeavour to incorporate relevant recommendations from health professionals in developing support plans at each level of the Continuum of Support.

**5. Prevention Strategies**

Our strategies for preventing learning difficulties include:

 Differentiation of the curriculum by the mainstream class teacher to cater for individual strengths and needs.

 Development and implementation of agreed approaches to the teaching of English and Mathematics to ensure progression and continuity from class to class, including the Aistear programme and Ready Set Maths in the Infant

classes, Guided Reading using the Connect Readers and Oxford Reading Tree programme from first to sixth class.

 Careful development of phonological awareness, rhyming skills and oral language skills, before formal reading of words and books. Instruction in the *Jolly Phonics* programme in Junior and Senior Infants.

 The use of concrete materials as much as possible and as appropriate.

 Ongoing structured observation and assessment of the language, literacy and numeracy skills of children in the Infant classes to facilitate early identification of possible learning difficulties.

 Class-based early intervention by the class teacher focusing on the provision of additional individualised support, as and when required.

 Provision of additional support in language development/early literacy/early mathematical skills to children who need it.

 Support for children experiencing social/emotional difficulties and problems with concentration.

 Provision of Assistive Technology as appropriate.

 Provision of appropriate ongoing support in the classroom for pupils for whom supplementary teaching has been discontinued/reduced.

 Provision of additional resources and materials – games, software, books, library resources etc.

 Promotion of parental involvement through their attendance at induction meetings for parents/guardians of incoming Junior Infants and the arrangement of formal and informal parent/teacher meeting

**On-going structured teacher observation and assessment** of the language, literacy and numeracy skills of pupils, will serve to identify children with needs as quickly as possible. This includes:

 Mis-cue analysis of children’s reading of unseen texts at regular intervals.

 Running Records.

 Weekly spelling tests.

 Assessment of children’s written work.

 Awareness of dyslexia indicators.

 Assessment of pupil’s Dolch list knowledge in junior classes.

 Assessment of pupil’s sight word knowledge at regular intervals throughout the year.

 Assessment of Maths concepts being taught at the end of each term (Busy at

Maths Assessment Booklets).

**6.Early intervention strategies**

Early intervention programmes may be provided by the class Teacher and/or the Support Teacher, in accordance with the Staged Approach (NEPS Continuum). Collaboration and consultation between the Class Teachers and the Support Teachers, should identify children who may be in need of early intervention.

Teacher observation and professional opinion will be given due consideration in the selection of children for early intervention programmes at Classroom Support/School Support level.

Early intervention programmes will include -

Active learning programme for all Junior Infant children with specific emphasis on oral language development, underpinned by the principles of the Aistear programme and the new Language Curriculum.

 Early intervention is an essential component of the SEN provision in this school, caseload permitting. Early intervention programmes may be provided by the

class teacher and /or by the special educational teacher, in accordance with the

Staged Approach.

 Close collaboration and consultation between the class teachers and the special educational teacher, will identify pupils who may be in need of early intervention. Teacher observation and professional opinion will be given due consideration in the selection of pupils for early intervention programmes.

 Intensive oral language, phonological awareness, phonics, sight word acquisition, reading comprehension, writing and spelling programmes, as outlined above and in the school English plan and teacher’s yearly English plans, will be delivered.

 On-going teacher observation will be a strong feature of the infant classroom.

Pupils who show difficulties may be administered the *Belfield Infant*

*Assessment Profile at* the end of Junior Infants.

 Annual screening in literacy acquisition in the form of the *Middle Infant Screening Test (MIST)* will be administered to pupils in the third term in Senior Infants. A follow-up programme, if necessary, will be provided to pupils who score below the cut-off score on 3 or more of the subtests. This will be done in consultation with their parents by either the class teacher or the learning support teacher.

 Early intervention reading groups and station teaching will be done in Junior and Senior Infants. The emphasis is on oral language, print awareness, print conventions, phonological awareness, letter identification and knowledge of letter sounds, visual discrimination, word identification skills, understanding of word meanings/sentences, spellings, cvc words, sight vocabulary, basic sentence writing and *Maths Power hour in the 2nd and 3rd term.*

 Use of PAT Beginners Level and Heggerty Phonemic programme as an early intervention programme.

 Use of *Over The Moon* programme as a means of assessing and monitoring children’s competencies and progress in reading, writing, spelling and oral language. It then links this assessment to appropriate classroom-based activities and strategies.

 Some early at risk indicators that are used are:

\* Poor pencil grip

\* Ability to copy basic shapes

\* Use of scissors

\* Expressive language

\* Vocabulary

\* Repeating sentences

\* Writing own name

\* Auditory discrimination

\* Phonemic awareness

\* Word matching

\* Letter names & sounds

\* Naming shapes & colours

\* Auditory & visual memory

\* Speech delay

\* Limited concentration span & distractibility

\* Low threshold of frustration

\* Hyperactivity

\* Family history of learning difficulties

\* Birth difficulties and/or low birth weight

Withdrawal of children to a support teaching room, in-class support, team teaching, group work and individual support will be provided, as appropriate and if it is in a child’s best interest.

**7.Provision of Supplementary Teaching by the SEN Teacher**

The SEN teacher will provide supplementary teaching to pupils, both in their own classrooms (team teaching) or in the SEN room. Choice of venue will be determined by the optimum learning environment for the pupil. The SEN teacher will provide supplementary teaching to the lowest achieving pupils in literacy and numeracy and will also provide permanent support to pupils with special educational needs arising from high incidence disabilities.

The SEN (SET) teacher will also:

 Work in two instructional terms of 18 weeks: September – January and

February-June.

 Devise a learning support timetable in conjunction with the class teachers and the principal. It may be altered as the year progresses and needs change.

 Develop a Personal Pupil Profile (PPP) (see Appendix 2) for each pupil attending full time learning support following diagnostic testing and in collaboration with class teachers and parents. A copy of the PPP is kept by the parent, the special education teacher and the class teacher.

 Maintain a *Fortnightly Planning and Progress Record* (see Appendix 3) for each individual or group of pupils in receipt of learning support and recording observations. Monthly progress reports will also be maintained.

 Monitor pupil progress through the completion of daily notes and teacher observation.

 Maintain a record of attendance of pupils at supplementary teaching sessions.

 Provide instruction involving intensive small group or individual tuition in English or Maths, towards the attainment of the learning targets as set out in the *PPP.*

 Use both withdrawal and in class support to provide literacy and numeracy instruction to children who need it and to support overall teaching and learning.

 Supplementary teaching sessions of 30-40 minutes will be sub-divided into smaller manageable segments so a proper balance between the various learning activities in the lesson is maintained.

 Suggestions regarding lesson content, methodology and teaching approaches are provided in *Learning Support Guidelines*.

 Lessons will focus on the development of phonemic awareness, word identification strategies, oral work, reading skills and planned reading, comprehension skills, reading fluency, writing skills, spelling skills and mathematical procedures and concepts.

 Use and support the use of *Jolly Phonics* in Junior and Senior Infants

 Use *PAT* programme to support Junior end of the school

 Use *Toe by Toe* programme to aid children with dyslexia.

 Use *Alpha to Omega* as a reading, spelling and writing programme to aid children with dyslexia.

 Use *Stile Phonics and Spelling Programme* to practice phonics, spellings, grammar and comprehension skills.

 Use *Oxford Reading Tree, Totem Book Series and the Magic Belt* reading programmes, along with a variety of other reading material.

 Use software including *Word Shark* and *Number Shark* to support literacy and numeracy programmes of work to all students in 1st and 2nd class and as support for other children throughout the school.

 Review the progress of each pupil at the end of an instructional term of 18 weeks and record it on the pupil’s *PPP.* See *Learning Support Guidelines.*

**8. Identifying and selecting children for additional teaching support**

Children with the greatest level of need have access to the greatest level of supports. Selection criteria

The following criteria will be used by our school to select children for supplementary teaching in line with the new model of Special Education Teaching (Circular 13/2107).

1. Children previously in receipt of "Resource hours" who continue to experience significant learning difficulties.

2. Children scoring at or below the 10 th percentile on standardised assessments in

Literacy and Maths.

3. Children scoring at or below the 12 th percentile on standardised assessments in

Literacy and Maths ( to allow for a margin of error).

4. Children diagnosed as having Low Incidence Learning Disabilities since 2017.

5. Children diagnosed as having High Incidence Learning Disabilities.

6. Children who have English as an Additional Language (EAL) and whose English needs further support.

7. Early intervention in literacy and/or Maths - Infant class children who continue to experience difficulties in early literacy skills, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it.

8. Children scoring at or below STEN 4 (30th percentile) on standardised assessments in literacy and/or Maths and who continue to experience difficulty, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it.

9. Children experiencing serious difficulties with oral language or social or emotional development or application to learning, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it.

10.Transition to Post-Primary School. This is also supported by the School Completion

Programme and the Home, School, Community Liaison (HSCL) teacher.

11.Exceptionally Able/Gifted Children. Interventions will be made in the first instance by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it. Support from Centre for Talented Youth Ireland (CTYI) is accessed as appropriate

**9. Continuing and Discontinuing Supplementary Teaching.**

At the end of each instructional block/term the progress of each child who is in receipt of support teaching will be evaluated following consultation with the child’s class teacher and where appropriate, the child’s parents/guardians. A decision will be made regarding their continued level of support and revised targets will be set in their Support Plan. The school may decide to discontinue supplementary teaching with some children when satisfactory progress has been made and targets have been met. The school may also decide to discontinue supplementary teaching with some children who are now performing above the percentile laid down in the selection criteria for receiving support; however, if both the class teacher and support teacher feel such a child needs scaffolding to maintain this standard then continued supplementary teaching may be offered if places are available in the appropriate group.

**10. Monitoring Progress**

Monitoring the academic progress of the pupils in this school will be accomplished by:

 The Support Review Record on the Continuum of Support will be completed by the Support Teacher in collaboration with the Class Teacher. This will be

carried out at the end of each instructional period. The completed review will be saved in Aladdin (our school Administration System).

 Annual **whole school** screening in English and Mathematics will be carried out (and corrected) in the final term by the class teacher, from classes 1st to 6th. Tests include the *Micra-T* and *Sigma-T* tests. First Class will complete these tests in October and in May.

 The *NRIT* may be administered every year to pupils in second, third, fourth and fifth class.

 Junior Infants may be tested in the final term using the *Belfield Infants*

*Assessment Profiles* (B.I.A.P)

 Senior Infants will be tested in the third term using the *MIST* test.

 Ongoing structured observation and assessment of the language, literacy and numeracy skills of the children in the Infant classes to facilitate early identification of possible learning difficulties.

 Non-academic progress of pupils in this school will be reviewed informally, for example under the headings of improvements in the pupil’s self esteem, school attendance; attitude to learning; attitude to school and general behaviour.

 See Appendix 4 – *Dangan N.S. Testing Procedures.*

**11. Record Keeping**

Class Teachers will keep a record of teacher designed tests, end of term tests and checklists in an Assessment Folder for their class.

A file for each child in the class is kept in the classroom and passed on from teacher to teacher as the child moves through the school. This file contains a sample of the child’s work from September, January and June of each year. Standardised Test booklets are stored in a locked filing cabinet in the SEN rooms.

Diagnostic Assessments and other checklists administered by the Support Teacher will be put in the child’s file in the classroom.

Continuum of Support documents for Children with SEN are also kept in the child’s file in the classroom (a copy of relevant pages for the Support Teacher).

Personal Pupil Plans for children with SNA access will also be kept in the child’s file in the classroom.

Psychological Reports that are active at any given time are kept in a locked cabinet in the Principal’s office. Copies may be held by the class teacher in the child’s file.

Results of Completed Standardised Tests will be uploaded to Aladdin where possible and a copy of each will be filed in the Assessment folders in the SEN Room.

End of Year school Report will be issued to parents/guardians in June. These reports are saved in Aladdin.

Monthly Reports from the Support Teacher will be sent to the Principal. These reports outline the work undertaken by the support Teacher with groups or individual children.

**12. Liaising with Parents/Communicating Information**

Class teacher meets with parents/guardians initially to discuss concerns and outline supports available in the school.

Learning Support teacher and Class Teacher meet with parents to agree a School

Support Plan for the child.

Learning Support teacher liaises with parents of children in receipt of supplementary teaching to demonstrate methodologies that could be useful at home to further the child’s learning.

Parent Teacher Meetings are held in November for Senior Infants to 6th Class and in

February for Junior Infants.

An information meeting is held for the parents of incoming Junior Infants in February. An end-of-year report goes home in June each year. Opportunities to discuss this

report are made available before the end of term.

**13. Timetabling**

Supplementary teaching that children receive is in addition to their regular class programme in English and Maths, in so far as is practicable.

Co-teaching, where two teachers work together to plan, organise, instruct and make assessments on the same group of students, sharing the same classroom can operate during English and Maths times in class. If deemed more beneficial to the group being taught by the Support Teacher, they can be withdrawn to a quiet space.

In so far as is practicable children should not miss out on the same curricular area each time they receive supplementary teaching.

The Support Teaching Team will review the timetable at the end of each instructional term/block.

**14. Attendance**

An attendance record of children who are withdrawn to the SEN rooms will be kept by each Support Teacher.

**15.Monitoring and Reviewing the SEN Policy**

The SET teachers, Principal and staffl will monitor and review this policy.

**16.SEN Policy Success Criteria**

 A whole school approach to the implementation of our SEN policy will:

 Ensure that children with SEN gain access to a broad, balanced curriculum and have opportunity of access to an appropriate education.

 Develop positive self-esteem and positive attitudes to school and learning among our pupils.

 Improve standards of academic performance and achievement.

 Enhance parental involvement in supporting their child’s learning.

 Increase collaboration between school personnel. The achievement of these success criteria will be assessed through: feedback from teachers, children and parents/guardians; child’s achievements and ongoing analysis of children’s academic performance and attainment of personal targets.

**17.Ratification and Communication**

This policy was ratified by the Board of Management at a Board of Management meeting on \_.

Signed:

Chairperson of the Board of Management