

Presentation Girls' School, Maynooth

Special Education Policy

Introduction

Presentation Girls' School caters for girls from Junior Infants to 6th Class and is under the patronage of Dublin Diocese. The school currently has a principal, an administrative Deputy Principal, 26 mainstream class teachers, one autism class teacher and 8 Special Education Support teachers. The school has 9 Special Needs Assistants (SNAs).

Rationale

The purpose of this policy is to provide practical guidance for teachers, parents and other interested persons on the provision of effective learning support to pupils with additional needs and pupils who are experiencing low achievement as well as fulfilling our obligations under The Education Act 1998. We aim to enable all pupils to maximise their potential.

Guiding Principles

- All our pupils have a right to an education, which is appropriate to them as individuals. We want all our pupils to feel that they are a valued part of our school community.
- We aim to develop positive self-esteem and positive attitudes to school and learning.
- We are committed to providing reasonable accommodations to ensure that all pupils, including those with special educational needs, can access and participate in school life.
- 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.

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Vision

In this school, we are dedicated to helping each pupil achieve their individual potential in accordance with our school's mission statement. The provision of comprehensive and effective special education support and teaching is integral to this commitment.

Enrolment

The school aims to meet the needs of any pupil whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. The Education for Persons with Disabilities Act (EPSEN) 2004 states that 'A pupil is entitled to attend the school which is most suited to his or her overall needs'. (See Enrolment Policy)

Parents are requested to notify the school of their child's special needs in advance of enrolment and to provide any medical/psychological report that is relevant to the child's education. This will facilitate school management in making decisions regarding the allocation of resources. A pupil will not be refused admission solely on the grounds that they have SEN except where the additional needs of the child are beyond what the resources of the school can support. A decision will be made following consultation with parents / guardians and relevant professionals.

Legal Framework

Presentation Girls' School sets out to provide education for all its pupils, with reference to legislation regarding students with S.E.N. as listed below:

- The Education Act (1998)
- The Education Welfare Act (2000)
- The Equal Status Act (2000)
- The Education for Persons with Disabilities Bill (2003)
- The Equality Act (2004)
- General Data Protection Regulation (2018)
- The Data Protection Acts (1988, 1998 and 2003)
- The Freedom of Education Acts (1997 and 2003)
- The Education of Persons with Special Educational Needs Act (2004)

This policy is drafted in the context of:

- DES Circular Letters

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- The guidelines published by the NCSE
- The guidelines on the Individual Education Plan Process 2006
- The Guidelines on the Continuum of Support for Primary Schools (NEPS).
- The guidelines published by the Special Educational Needs Support Service (SESS)

Inclusive Education

The NCSE (2011) described inclusion as a process of addressing and responding to the diversity of needs of learners. It involves removing barriers so that each learner will be enabled to achieve the maximum benefit from his/her schooling.

We believe that the whole-school approach to special educational needs provision in Presentation Girls' School should reflect the Department's commitment to the inclusion of pupils with special educational needs in mainstream schools. The whole school approach of Presentation Girls' School endeavors to foster an inclusive culture which is characterised by:

- A positive ethos and learning environment whereby all pupils, including those with special educational needs, feel welcome and experience a sense of community and belonging
- An emphasis on promoting pupils' participation and active engagement in their learning and in the life of the school
- A commitment to developing pupils' academic, social, emotional and independent living skills
- A focus on high aspirations and on improving outcomes for all pupils

Integration

Integration of pupils who attend the Autism class is implemented on a phased basis and is carefully tailored to the individual needs of each child. As a first step, reverse integration may be introduced, where pupils—whose parents have provided consent—join a pupil in the autism class for short, enjoyable activities. These activities are designed to foster friendships, build social connections, and support positive interactions between peers.

At Presentation Girls' School, integration is regarded as a vital component in supporting the social, personal, and academic development of children with special needs. Wherever possible, and always considering the unique requirements of each child, pupils are gradually integrated into peer groupings that are most appropriate and supportive for them. This

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approach ensures that every child can participate meaningfully, develop confidence, and thrive within the school community.

Roles and Responsibilities

Board of Management

The BoM will fulfil its statutory duties towards pupils with special educational needs through the provision of resources and by ensuring that such provision is integral to school planning.

The BoM:

- Oversees the development, implementation and review of school policy on support for pupils with additional needs.
- Provides adequate class accommodation and teaching resources (subject to DEY funding).
- Provides a secure facility for storage of records.

Principal

The principal/deputy principal have overall responsibility for the day-to-day management of SEN provision, as well as the regular revision of the SEN Policy. The principal/deputy principal works closely with the SEN teachers and updates the BoM about the working of this policy. It is the role of the principal in collaboration with the deputy principal 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.
- Oversee the use of Digital administrative systems to ensure appropriate recording of data.
- Facilitate the continuing professional development of all teachers in relation to education of pupils with special educational needs, and ensure that all school staff

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(class teachers, special education teachers and special needs assistants) are clear regarding their roles and responsibilities in this area.

- Arranges for exemptions from the study of Irish for pupils for whom this is appropriate if requested by parents/guardians.

Special Needs Co-Ordinator (SENCO)

The Special Needs Co-Ordinator is responsible for:

- Overseeing the day-to-day operation of the SEN policy.
- Co-ordinating provision for pupils with special educational needs.
- Organising 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 pupils with special needs.
- Liaising with parents of pupils with special needs.
- Monitoring and evaluating SEN provision.
- Supporting the implementation of a tracking system at a whole-school level to monitor the progress of pupils who avail of additional support.
- Informing teachers about the external assessment services that are available and the procedures to be followed for initial referrals.
- Advising parents on procedures for availing of special needs services.
- Liaising with external agencies e.g. NEPS and private professionals to arrange assessments of pupils with SEN.
- Liaising with the SENO (Jennifer Mc Mullen), NCSE regarding all aspects of special education provision.
- Storing confidential information (Psychological Assessment Reports etc.) regarding SEN pupils and shares same with principal, class teachers, support teachers, SNAs, other agencies where appropriate.

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Class Teacher

Effective teaching and learning are critically important for all pupils, and especially for those with special educational needs. Class teachers have primary 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 includes adapting their teaching approaches for some pupils whose individual progress, application, motivation, communication, behaviour or interaction with peers are causes for concern. All class teachers are expected to implement teaching approaches and methodologies that facilitate the meaningful inclusion of pupils with special educational needs. These include:

- Team Teaching/ Station teaching and learning within mainstream classrooms
- Opening and maintaining classroom support plans
- Collaborative problem-solving activities
- Targeted group work
- Differentiation
- Interventions to promote social and emotional competence:
- Embedding Information and communications technology (ICT) in teaching, learning, recording of data and assessment

Every pupil needs to be taught a broad and balanced curriculum that is appropriate to her developmental level. Pupils' levels of interest, attention, concentration and persistence should be gradually developed, extended and rewarded, using appropriate teaching strategies. Teachers will also consider sensory, environmental and emotional factors that may impact a pupil's ability to engage in learning, and will make reasonable accommodations e.g movement breaks, sensory supports or changing to the learning environment where appropriate. To cater for the range of learning needs in any class, mainstream class teachers will continuously 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

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- 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 scaffold instruction. This may also require environmental adaptations to promote curricular access.

Special Education Teacher

Special education teachers should be familiar with a wide range of teaching approaches, methodologies and resources to cater for learning styles and to meet a variety of needs. Teaching approaches include a combination of team-teaching initiatives, 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 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.

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

- curriculum support
- emotional regulation interventions
- life and/or social skills training
- fine/gross motor development
- language development/communication
- behaviour modification programmes
- assistance with sensory modulation
- development of regulation strategies
- a combination of some/all the above

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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. 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. Where possible the use of practical supports e.g sensory breaks, visual supports and assistive communication approaches will be incorporated into pupils' support plans.

Our school consults with parents when developing and reviewing policies relating to the education of pupils with special educational needs. This helps to ensure that parents understand the school's approaches and better enables them to support their pupils in transitioning through the school.

Special Needs Assistants Mainstream

The duties of the SNA are carried out according to the guidelines for Special Needs Assistants from the Department of Education & Youth and under the direction of the Principal/SEN co-ordinator/class teachers. The primary care needs are identified under Circular 30/2014 and the secondary care needs under Circulars 08/02 and 71/2011.

An Additional Care Support Plan is filled out for each pupil requiring SNA access. The SNA provides for the care needs of the pupils to which they have been assigned according to the Additional Care Support Plan.

The SNA should:

- Support the needs of pupils in effectively accessing the curriculum.
- Contribute to the quality of care and welfare of the pupils.
- Support learning and teaching in the classroom.

The pupils

Pupils who are receiving additional teaching supports are, as appropriate, given the opportunity to contribute to their support plan so that the voice of the pupil is captured in a manner appropriate to their communication style. They should:

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- Become familiar with the targets that have been set.
- Contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment.

Parents

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 pupils' needs and strengths, on the supports and strategies being developed to support their pupils, 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.

In addition to consultation around the individual needs of their pupil, parents also value receiving good information on the nature and type of the special educational needs provision available in the school. Our school consults with parents when developing and reviewing policies relating to the education of pupils with special educational needs. This helps to ensure that parents understand the school's approaches and better enables them to support their pupils in transitioning through the school.

The Parents/Guardians of the pupils of this school 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 pupil/pupils.
- Listening to and giving supportive feedback on oral reading.
- Where their pupil is in receipt of supplementary teaching, implementing suggested home-based activities and discussing the outcomes with the pupil's teachers.
- Signing and returning consent forms 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 pupil's progress.

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- Participating in activities organised by the school that are designed to increase the involvement of parents in their pupils' learning.
- Helping pupils to develop their organisational skills.
- Helping pupils to look after school books and other resources which are loaned to the pupils for use at home.
- Supporting programmes and initiatives implemented by the school.

Identifying Pupils with Additional Needs

Presentation Girls' School aims to give every pupil the opportunity to experience success in learning and to achieve her potential. In order to do this, the 'Continuum of Support Process' is used to identify educational needs. Identification of educational needs is central to setting suitable learning targets for our SEN pupils. Using the Continuum of Support Framework, our school identifies pupils' educational needs to include academic, social and emotional needs, as well as needs associated with physical, behavioural, sensory, language and communication difficulties. It is important to look at pupils' needs in context, and to use our resources to support this e.g. learning environment checklist (Appendix 4)

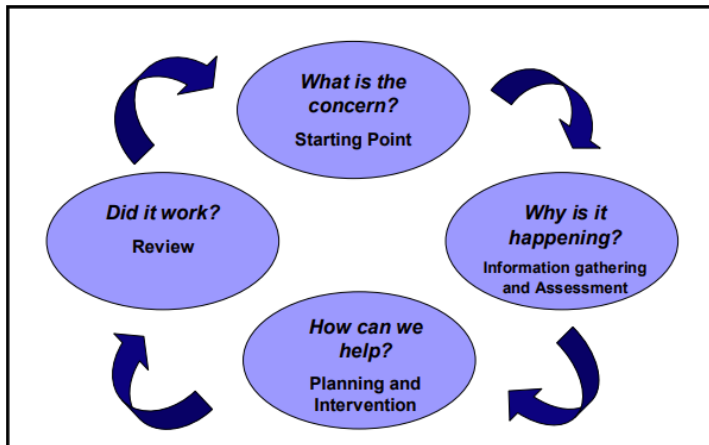
Special Educational Needs: A Continuum of Support

This continuum, of support framework recognises that special educational needs occur along a continuum, ranging from mild to severe, and from transient to long term, and that pupils require different levels of support depending on their identified educational needs. Using this framework helps to ensure that interventions are incremental, moving from class-based interventions to more intensive and individualised support, and that they are informed by careful monitoring of progress.

The Continuum of Support is a problem-solving model of assessment and intervention that enables schools to gather and analyse data, as well as to plan and review the progress of individual pupils.

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This problem-solving process is illustrated as follows:



The Continuum of Support enables schools to identify and respond to needs in a flexible way. This means that needs can be responded to as early as possible. The principle that pupils with the greatest level of need have access to the greatest levels of support is of primary importance. This approach is also supported by information and engagement with external professionals, as required.

The Continuum of Support suggests the following levels of support:

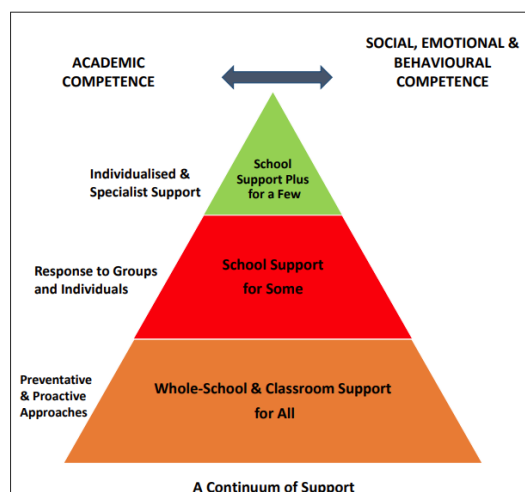


Table 1: Identification of Educational Needs through the Continuum of Support Process

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 consultation (Parental questionnaire & meeting) • Teacher observation records • Teacher-designed measures/assessments • Basic needs checklist • Pupil consultation - My Thoughts About School Checklist • Literacy and numeracy tests • Screening tests of language skills <p>A classroom support plan runs for an agreed period of time (minimum of 6 weeks and a maximum of 12 weeks) and is subject to review.</p>
School Support	<p>At this level a support plan is devised and informed by:</p> <ul style="list-style-type: none"> • Parental consultation (Parental questionnaire & meeting) • Teacher observation records • Basic Needs Checklist • NEPS behaviour Checklist • Pupil consultation - My Thoughts About School Checklist • Teacher-designed measures/assessments • Diagnostic assessments in literacy/numeracy • 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

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:

- Parental consultation (Parental questionnaire & meeting)
- Teacher observation records
- Basic Needs Checklist
- NEPS behaviour Checklist
- Pupil consultation - My Thoughts About School
- Teacher-designed measures/assessments
- Diagnostic assessments in literacy/numeracy
- Functional assessment as appropriate, including screening measures for social, emotional and behavioural difficulties
- Results of standardised testing such as measures of cognitive ability, social, emotional and behavioural functioning, adaptive functioning etc

Data generated from this process is used to plan an appropriate intervention and can serve as a baseline against which to map progress.

A support plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation.

School Facilities

SET takes place within the classroom or within our allocated SET rooms.

Whole School Strategies to minimise learning difficulties:

Our strategies for preventing learning difficulties include:

Promotion of Literacy:

- Whole school promotion of Reading for Pleasure. Reading logs, book reviews, school library.
- Whole school approach to the teaching of reading comprehension – Building Bridges of Comprehension
- Genre Writing
- Guided Reading
- Print rich environment

- Shared/paired reading
- Word Wall/ WOW Words
- Free Writing
- Story time, Library time, DEAR time, Book Week, Reading Buddies, Word games, Class library, celebrating various authors
- Reading Eggs
- Accelerated Reader
- Access to Literacy apps on school iPads /chrome books
- Graded Reading Scheme
- Class Novels

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).

Language Support for pupils whose first language is not English

All pupils receive two years EAL intervention commencing in senior infants or from their enrolment in the school if enrolling after senior infants. Additional Learning Support may be offered to these pupils depending on their learning and language needs. Pupils with English Language difficulties are assessed by the SEN team.

Identifying and selecting pupils for additional teaching support

Selection criteria in order of priority

While standardised assessments may inform decision making, access to support will not be determined solely by test score. Teacher professional judgement, parental input and the needs of the pupil will be central to identifying support. The following criteria are used by our school to select pupils for supplementary teaching in line with the new model of Special Education Teaching (Circular 13/2017)

1. Pupils with the greatest level of need have access to the greatest level of supports

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2. Pupils with complex needs, identifies by an external professional, e.g.
 - Physical Disability
 - Hearing Impairment
 - Visual Impairment
 - Emotional Disturbance
 - Moderate General Learning Disability
 - Severe/Profound General Learning Disability
 - Autistic Spectrum Disorder
 - Specific Speech and Language Disorder/Impairment

3. Pupils scoring at or below a standard score of 85 on standardised assessments in Literacy from 1st to 6th class despite interventions made by the Class Teacher at Classroom Support level of the NEPS Continuum of Support. The class teacher in consultation with the child and parent starts a Classroom Support Plan and record targets and outcomes.

4. Early intervention in literacy and/or Maths – Junior Infant, Senior Infant and 1st class pupils informed by teacher observation, teacher designed tasks and tests in numeracy, Classroom support plan, MIST, MICRA-T and Test 2 R results.

5. Pupils from Senior Infants to 6th class for whom English is an additional language or pupils newly arrived in Ireland for whom English is an additional language and whose English needs further support.

6. Pupils with an identified need assessed by external professionals who are at or below a standard score of 90 in Literacy such as:
 - Borderline Mild General Learning Disability
 - Mild General Learning Disability
 - Specific Learning Disability
 - Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder

They will receive targeted interventions for a period of time e.g. TTRS, SMART MOVES, Alternative Teaching strategies, Toe by Toe, Motor and Social Skills groups etc.

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7. Pupils scoring at or below a standard score of 85 on standardised assessments in Maths in senior classes (2nd to 6th class) and who continue to experience difficulties despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support.

8. Supporting pupils transitioning to Post-Primary School.

9. Exceptionally Able/Gifted Pupils.

Targets

Targets should be linked to the concerns of the pupil. A maximum of three main concerns should be included with no more than four SMART targets. (Specific, M-Measurable, A-Achievable, R-Realistic, T-Time-Bound).

Log of actions

When a Support File is created for any pupil, the Class Teacher and SET (assigned to the pupil) must log all actions taken in relation to supporting the pupil. Records of phone calls with parents, tests administered, meeting with parents and contact with outside agencies are all recorded in the Log of Actions attached to each Support File.

Procedures for Continuing/Discontinuing School Support

- Following a review of school support a decision is made to continue/discontinue the provision of supplementary teaching.
- The criteria on which this decision is based include whether the pupil has achieved some/all the learning targets and whether the pupil will be able to cope independently/semi-independently in the classroom.
- The decision-making process involves consultation between the Class Teacher, the Special Education Teacher, and the pupil's parents. The overall demands of the school are also taken into account.
- A decision to continue the provision of supplementary teaching results in the revision of the pupils' support plan.

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- Where parents do not consent for a pupil to attend School Support and School Support Plus this is recorded in the pupil's log of actions and a copy retained.

Assistive Technology

Where a professional report recommends the use of Assistive Technology to support the learning needs of a pupil, an application will be submitted to the NCSE on the pupil's behalf. Where an application is approved by NCSE and subsequently by DEY, the identified assistive technology will be acquired for the pupil.

Additional Care Support Plans

An Additional Care Support Plan aims to provide a comprehensive and individualised framework for supporting students with special educational needs who require SNA support.

Section 15 of Circular 0030/2014 sets out the requirement for Additional Care Support Plans. The circular states that:

“The plan should demonstrate how the school intends to actively reduce, and where appropriate, eliminate dependency on SNA support within a reasonable timeframe. The plan should include time-bound targets for the development of independence skills. Only a very small number of pupils with severe special educational needs and very significant care needs will continue to access to SNA support throughout their education.”

This is a collaborative document between parents, teachers and SNAs. These are uploaded and stored in the pupil's support plan on Aladdin.

Meeting the Needs and Allocating Resources

At the beginning of the school year all pupils receiving support of any type are included on the provision plan for the school year. This is updated by the SENCO at the beginning of each term.

Special Education Teachers (SETs) are deployed to address these needs as required. SETs are deployed in a variety of ways to effectively address pupil's priority needs. We aim to strike a balance between in-class support, group and individual support while ensuring that the needs of pupils with additional needs are met inclusively.

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Importantly, the level and type of support reflect the specific targets of individual pupils as set out in their support plans and are informed by careful monitoring and review of progress. In this way, following a period of intervention, some pupils may no longer require additional teaching supports; some may require the same level, while others may require more intensive supports.

In planning the allocation of additional teaching supports, the over-riding principle is that resources are deployed to address the identified needs of pupils. Importantly, those with the highest level of need should have access to the greatest level of support. Methodologies that best promote meaningful inclusion such as differentiation, heterogeneous grouping, team-teaching, and small group teaching are used. In addition to literacy and numeracy difficulties, pupils may have specific needs in such areas as oral language, social interaction, physical, behaviour, emotional development, motor skills, and application to learning.

In January and June, the SET team meet class teachers and review pupils' needs, the resources in place and progress made using the Continuum of Support. The SET team collaborate with all stakeholders as to how to best address the priority needs of the pupils identified.

Information Gathering and Assessment

Assessment is part of what a class teacher does daily for all pupils. Some methods include self-assessment, questioning, teacher observation, portfolios of work and teacher-designed tasks and tests. The information gathered enables the teacher to plan learning experiences based on the appropriate objectives from the curriculum.

To identify pupils who may require supplementary teaching, screening; including standardised testing, is carried out in all classes annually and further diagnostic testing may need to take place. The information gathered from these formal assessments is then used to inform decisions for support and pupils support plans.

Assessment and Screening Tests:

In Presentation Girls' school the following assessment procedures are used:

- Junior Infants: Observation, teacher designed tests
- Senior Infants: Observation, teacher designed tests, MIST (Term 2) Test 2R for some pupils (3rd term)
- 1st class: Observation, class tests, MICRA-T (October) Drumcondra English, Drumcondra Maths, (3rd term)

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- 2nd class: Observation, class tests, Drumcondra English, Drumcondra Maths (3rd term)
- 3rd class: Observation, class tests, Drumcondra English, Drumcondra Maths (3rd term)
- 4th class Observation, class tests, Drumcondra English, Drumcondra Maths (3rd term)
- 5th class: Observation, class tests, Drumcondra English, Drumcondra Maths (3rd term)
- 6th class: Observation, class test, Drumcondra English, Drumcondra Maths (3rd term)
- We continually review the assessment and screening tests that we use to balance the needs of our pupils and the need to provide information for appropriate support. Therefore, we may deviate from the above list prior to the review date.
- Peabody and PSAK for EAL pupils

Diagnostic Tests

In our school the following tests are available for administration:

- NRIT
- Belfield Infant Screening
- Receptive and Expressive Language Tests (British Picture Vocabulary Test, Peabody Receptive Language Test, Word Expressive Language Test)
- Jackson Phonics
- Diagnostic Reading Analysis
- Neale Analysis
- Profile of Mathematics ability - MALT
- WIAT-111

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 stored in a locked filing cabinet.
- A file for any child with a diagnosis of a special need and/or a report from a professional is stored in the principal's office. This file contains a copy of all reports and relevant correspondence relating to the child.
- Results of Completed Standardised Tests and NNRIT results are uploaded to Aladdin.

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- An End of Year school reports are issued to parents/guardians in June. These reports are saved on Aladdin.
- Cuntas Míosúla for the Support Teachers are uploaded to Google Drive. These reports outline the work undertaken by the support Teacher with groups or individual pupils.
- School leavers- files of pupils who have attended special education are stored in a locked room off Ann's office when they finish 6th class or leave the school for other reasons.

SEN Records

Individual SEN Files

All pupils' SEN files are stored in the principal's office and pupils' support files are uploaded to Aladdin. It is the responsibility of SETs to update and manage the files of the pupils on school support and school support plus that they support. The following should be stored

- Student Support File (on Aladdin)
- Psychological Report
- Copy of referrals made to outside agencies
- Copy of reports from outside agencies
- Record of SEN meetings with parents, outside agencies and inter- school meetings (documented in log of action in student support file).
- Record of SEN correspondence between parents, outside agencies and school staff meetings (documented in log of action in student support file).

Liaising with Parents/Communicating Information

- Class teacher meets with parents/guardians initially to discuss concerns, and outline supports available in the school.
- The Special Education teacher and Class Teacher including input from the pupil (where appropriate) meet with parents to agree a School Support/ School Support plus Plan for the child.
- The Special Education teacher liaises with parents of pupils in receipt of supplementary teaching to demonstrate methodologies that could be useful at home to further the child's learning.
- Parents are encouraged to become involved in their child's learning.

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- Parent Teacher Meetings are held in November for Senior Infants to 6th Class and in February for Junior Infants. Special Education teachers meet with parents currently and at the end of the school year.
- An end-of-year report goes home in June each year. Opportunities to discuss this report are made available before the end of term.

Referral to Out-of-School Agencies

- The SENCO in consultation with the class teacher and SET co-ordinates the referral of pupils to outside agencies e.g. HSE Primary Care/Sunflower Clinic/Stepping Ahead/AON/ CAHMS etc.
- The SENCO and/or Special Education Teacher and/or Class Teacher meet with the parents to discuss the need for the referral and to seek consent.
- The SENCO in consultation with the class teacher and Special Education Teacher completes the necessary referral form in consultation with the appropriate school personnel.

Timetabling

- Supplementary teaching that pupils receive is in addition to their regular class programme in English and Maths, as 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.
- As far as is practicable pupils should not miss 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.

Monitoring and reviewing the SEN Policy

The Principal, Deputy Principal and SEN team will monitor and review this policy.

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SEN Policy Success Criteria

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

- Ensures that pupils with SEN gain access to a broad, balanced curriculum and have opportunity of access to an appropriate education.
- Develops positive self-esteem and positive attitudes to school and learning among our pupils.
- Improves standards of academic performance and achievement.
- Enhances parental involvement in supporting their child's learning.
- Increases collaboration between school personnel.

The achievement of these success criteria will be assessed through feedback from teachers, pupils, and parents/guardians; child's achievements and ongoing analysis of pupils' academic performance and attainment of personal targets.

Related Policies:

This policy should be read in conjunction with the Admission Policy and the Policy on the Exemption from the Study of Irish.

Monitoring and reviewing the SEN Policy

The Principal, Deputy Principal and SEN team will monitor and review this policy periodically.

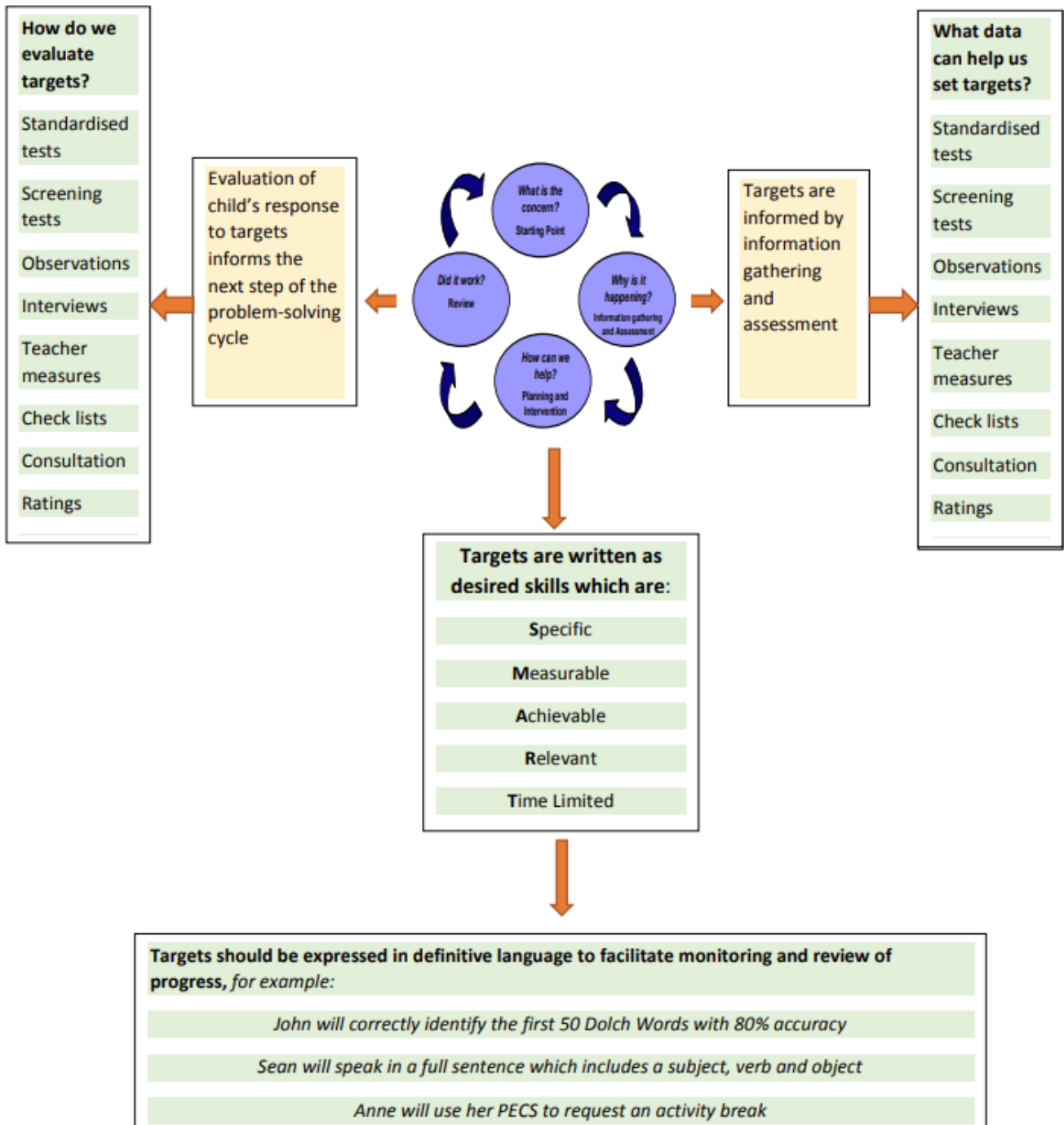
The policy was ratified by the Board of Management of this school at its meeting held on

Date _____

Signed: _____ Chairperson, Board of Management

Signed: _____ Principal

Appendix 1: Target-setting as part of the problem-solving framework



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Appendix 2

Record of Differentiated Support in class

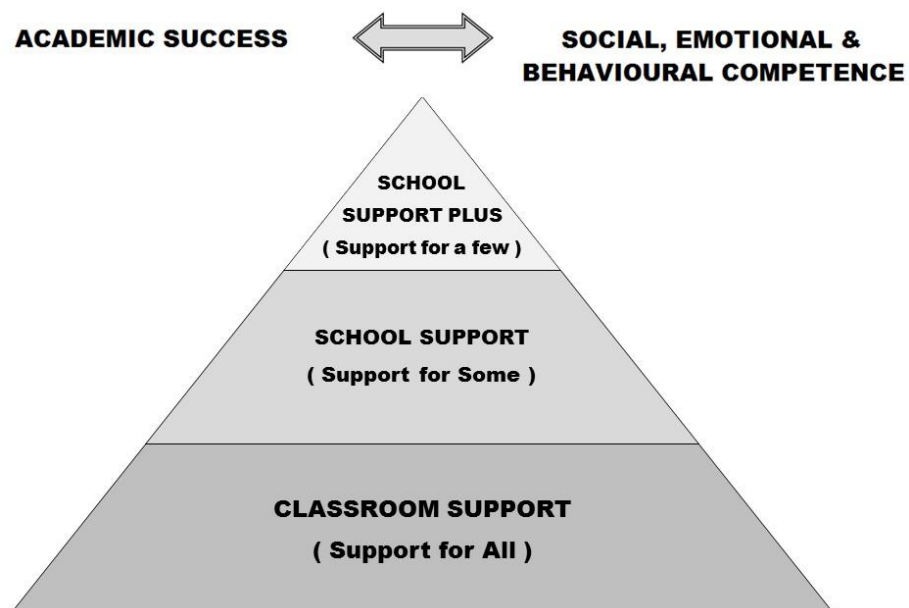
Register of Pupils with Special Educational Needs who are in receipt of interventions through the Continuum of Support Framework

Classroom Support				
Pupil Name	Class	Description of SEN	Nature of Supports Literacy, numeracy, social, emotional, behavioural, life-skills	Focus of Support In-class, withdrawal in small groups or individual, school yard
School Support				
Pupil Name	Class	Description of SEN	Nature of Support	Focus of Support
School Support Plus				
Pupil Name	Class	Description of SEN	Nature of Support	Focus of Support

Appendix 3

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

A Continuum of Support



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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		
<p><i>Helpful references: SEN: A Continuum of Support: Resource Pack for Teachers, pp. 13-16, 18 to 20; BESD: A Continuum of Support, p 7; A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers, pp32-36; Student Support Teams in Post-Primary Schools, pp20</i></p>		

SUPPORT PLAN*

Classroom Support (support for all)

*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	{{ first_name }} {{ last_name }}	Age	{{age}}
Lead Teacher:		Class/Year:	{{class}}
Start Date of Plan			

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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			

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

SUPPORT PLAN CONTINUED: ADDITIONAL CARE SUPPORT TARGETS (where additional care needs are identified)^{2*}

To be completed by the teacher(s) in consultation with parents/guardians and staff supporting the additional care needs of the student. The voice of the student should also be captured as part of this process, as appropriate.

Long Term care goals
Care Targets (incorporating the voice of the student)

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Strategies to help the student achieve the care targets	
Staff, including support staff, involved:	
Parent/Guardian input	
Frequency of Support	
Timeline for achievement of Targets:	
Review date	
Signature of parent(s)/ guardian(s)	
Signature of teacher	

*2*A consultation with a NEPS psychologist/psychologist/another professional may contribute to this plan.*

SUPPORT PLAN REVIEW RECORD*

Classroom Support (Support for All)

School Support (Support for Some)

School Support Plus (Support for A Few)

To be completed by the teacher(s) when reviewing the Student Support Plan, to inform future targets, in collaboration with parents/guardians. the student and staff supporting the additional care needs of the student.

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	{{ first_name }} {{ last_name }}	Class/Year	{{class}}
Names of those present at review			Date of Review

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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

Outcome of review (✓ tick as appropriate)

tick	Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support	tick	Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus
tick	Continue at Current Level of Support	tick	Request consultation with other professionals

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

SUPPORT PLAN REVIEW RECORD CONTINUED: FOR ADDITIONAL CARE SUPPORT TARGETS (Where identified) *

To be completed by the teacher(s) when reviewing the Student Support Plan, to inform future targets, in collaboration with parents/guardians, the student and staff supporting the additional care needs of the student.

What care targets have been most successful and why?

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Since the start of the Support 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 additional care needs changed since the start of the plan, and if so, how?								
Feedback from the Student re: her progress								
Comments from the parent(s)/guardian(s):								
Recommended future actions - What, How, Who, When?								
Signature of parent(s)/ guardian(s)								
Signature of Teacher(s)								
Outcome of review (✓ tick as appropriate)								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center; vertical-align: middle;">tick</td> <td style="width: 45%; padding: 2px;">Revert to previous level of support- Support for All/ Support for Some/Support for few</td> <td style="width: 5%; text-align: center; vertical-align: middle;">tick</td> <td style="width: 45%; padding: 2px;">Progress to next level of support- Support for All/ Support for some/Support for a Few</td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">tick</td> <td style="padding: 2px;">Continue at Current Level of Support</td> <td style="text-align: center; vertical-align: middle;">tick</td> <td style="padding: 2px;">Request consultation with other professionals</td> </tr> </table>	tick	Revert to previous level of support- Support for All/ Support for Some/Support for few	tick	Progress to next level of support- Support for All/ Support for some/Support for a Few	tick	Continue at Current Level of Support	tick	Request consultation with other professionals
tick	Revert to previous level of support- Support for All/ Support for Some/Support for few	tick	Progress to next level of support- Support for All/ Support for some/Support for a Few					
tick	Continue at Current Level of Support	tick	Request consultation with other professionals					

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Student:

Date:

Environment / Physical Conditions:

Mark the area where action could be taken to make a difference for the pupil

- | | |
|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Layout of room & furniture | <input type="checkbox"/> Adequate working space for students & teacher |
| <input type="checkbox"/> Good decor / lots of displays etc? | <input type="checkbox"/> Ease of movement in room |
| <input type="checkbox"/> Temperature | <input type="checkbox"/> Lighting |
| <input type="checkbox"/> Noise level | <input type="checkbox"/> Seating (facing board, neighbouring pupil compatibility, height for writing) |

Social Factors / Relationships:

- Classroom procedures & rules are made clear and understood by all pupils and consistently applied
- Clear instructions are given about the tasks in a variety of ways (oral, visual, gestures).
- Changes between tasks are managed smoothly and effectively
- Pupils know what to do next without asking
- The class is on task
- A variety of different actions (academic & behaviour) are frequently noticed and praised.
- A variety of praise and rewards are used
- Pupils can be monitored sufficiently during a task to ensure understanding and continuing progress
- Any disruptive or off-task behaviour is effectively managed
- Good communication and feedback between teacher and each pupil about progress is maintained

Teaching & Learning - Methods, Materials & Procedures:

The extent to which

- Tasks set are appropriate for the pupil s level of understanding and skills.
- Learning goals are clearly defined and shared with the pupil.
- Opportunities are provided for the pupil to engage in activities in which s/he can be successful.
- Steps in learning goals are small enough to ensure progress.
- Activity content / tasks are of interest to the pupil.
- Tasks set take account of pupil learning style: pace of activity, variety of activities, length of activities and time allowed to complete a task are appropriate.
- A variety of teaching approaches used.
- Opportunities are provided for a variety of pupil responses- oral/ practical/ written.
- Opportunities are provided for pupil involvement in decision making and recording .
- Opportunities are provided for pupil to generalise / transfer learning from one situation to another.
- Regular monitoring and recording of progress occur

Classroom Activity

Routines established for:

- | | |
|-----------------------------------------------|--------------------------------------------------------|
| <input type="checkbox"/> entering class | <input type="checkbox"/> leaving class |
| <input type="checkbox"/> giving out resources | <input type="checkbox"/> gathering resources |
| <input type="checkbox"/> asking for help | <input type="checkbox"/> gaining whole class attention |

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Rules / Rewards / Consequences

Rules are

- | | |
|----------------------------------------|-------------------------------------------------------------------|
| <input type="checkbox"/> few in number | <input type="checkbox"/> decided upon in consultation with pupils |
| <input type="checkbox"/> displayed | <input type="checkbox"/> implemented |

rewards and consequences are

- | | |
|------------------------------------------------------------|-------------------------------------------------------------|
| <input type="checkbox"/> named | <input type="checkbox"/> linked to behaviour |
| <input type="checkbox"/> rewards are rewarding to class | <input type="checkbox"/> rewards are achievable |
| <input type="checkbox"/> sanctions are understood and fair | <input type="checkbox"/> sanctions are imposed consistently |

School Environment

Tick which area needs change

- | | |
|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Playground/ yard | layout equipment supervision rules |
| <input type="checkbox"/> Movement: effective routines for | movement around school lining up corridors |
| <input type="checkbox"/> Break/lunchtimes | clear simple rules rewards & consequences clear activities available |
| <input type="checkbox"/> Staff support | staff discuss difficulties |
| <input type="checkbox"/> Policy | positive behaviour policy / code of discipline exists
policy is understood and agreed by staff
range of rewards for good class, yard, school behaviour range of sanctions in place
range of strategies used for managing behaviour
behaviour is assessed and monitored |

Summary of Concerns

-

Actions Required

-

From pages 7-10 of the [NEPS Special Educational Needs A Continuum of Support Resource pack for teachers](#).