



S.N. Iorball Sionnaigh

Polasaí Scoile

Ar

Riachtanais Speisialta

This policy was drawn up during the first term of 2002. It has undergone many revisions in subsequent years. The SEN policy was last revised in Summer and Autumn terms of 2024.

Introductory Statement

We strive to create a positive and inclusive atmosphere that respects all children and we aim to ensure that all children reach their full potential. Our school is dedicated to the implementation of an effective system for meeting the needs of all our pupils.

The purpose of this policy document is to provide information to school personnel and parents on how we organise provision for teaching and support of children with special educational needs. The term special educational needs (SEN) is broad and includes children who have difficulty acquiring literacy and/or numeracy skills, children with difficulties with fine or gross motor skills, children who have difficulty with social skills and/or behavioural difficulties, children who have English as an additional language (if that impacts on their progress) and children who have diagnosed disabilities.

In this document, SET can be taken to be special educational teaching in this broad sense, previously termed Learning Support Teachers, Resource Teachers and teachers for children with English as an Additional Language (EAL teachers). In this document we will use the term **support teachers** for all of the SEN teachers.

Inclusion

We are fully committed to the principle of inclusion and good practice. Our policy, as set out in this document, aims to enable children with SEN to become integrated members of our school community. This will be achieved by careful consideration of the needs of each child and by providing support that will help the child to reach their full potential.

Principles of SEN Support

The provision of SEN support in our school is based on the following principles:

1. Quality of teaching.
2. Effective whole-school policies.
3. Direction of resources towards children in greatest need.

4. Implementation of a staged approach to support provision at Classroom Support, School Support and School Support Plus levels.
5. Provision of the model(s) of intervention appropriate for the child, including the withdrawal model, in-class support model, individual or group work, etc.

Three Principles for Inclusion

1. 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.

2. Responding to Children's Diverse Learning Needs

We take into account the different backgrounds, experiences, interests and strengths that influence how children learn when we plan our approaches to teaching and learning.

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

We recognise that some children will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements.

In making provision for children with special needs our policy objectives are:

- To ensure that our duties, as set out in The Education Act 1998, Equal Status Act 2000, Education Welfare Act 2000 and Education for Persons with Disabilities Act 2004, are fully met, to enable children with special educational needs to join in activities of the school along with children who do not have special educational needs
- To ensure that all children gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs
- To identify and assess children with special needs as early as possible
- To use our resources as efficiently and equitably as possible as per Circular 0064/2024 when assessing and meeting the special educational needs of our children

- To provide a staged approach to match educational provision to children's needs
- To develop a partnership with parents/carers so that their knowledge, views and experience can assist us in assessing and providing for their children
- To take into account the ascertainable wishes of the children concerned and, whenever possible, directly involve them in decision-making to provide more effectively for them
- To ensure collaboration with the Department of Education & Skills to take effective action on behalf of children with special needs

Aims of SEN support:

Our school is committed to helping our pupils to achieve their full potential. Through the implementation of our SEN policy, we aim to:

- support the inclusion of children with SEN in our school
- develop positive attitudes about school and learning in our children
- ensure that the Staged Approach/Continuum of Support is implemented
- optimise the teaching and learning process to enable children with special educational needs to achieve adequate levels of proficiency in literacy and numeracy before leaving primary school
- enable children to participate in the curriculum
- support appropriate differentiation in the classroom
- support children's development both socially and emotionally
- enable children to understand themselves as learners
- involve parents in supporting their children
- promote collaboration among teachers in the implementation of whole-school policies on learning support for our pupils
- promote early intervention programmes designed to enhance learning and prevent/reduce difficulties in learning.

Policy Content

As we support the principles of Inclusivity and Equality as part of our general school philosophy, all pupils, irrespective of their ability/disability will be enabled to experience all areas of the primary curriculum. By doing so, we will endeavour to ensure that pupils with special educational needs are integrated as much as possible into the life of the classroom and the school in general.

Enrolment

At enrolment, all available information will be gathered regarding the pupil's special educational needs. The principal will request access to all reports and assessments concerning the pupil, from psychologists, psychiatrists, family GP., speech therapists, paediatricians etc. Based on these reports and meetings with all those involved in the pupil's condition, the school will endeavour to establish the pupil's requirements and our capacity and ability to meet these needs. Following our enrolment policy, where it is deemed that further resources are required to meet the needs of the special pupil, a request will be made to the Department of Education, for the provision of the necessary resources as outlined in the psychological or medical reports. These resources may include, for example, access to or provision of any, or a combination of, the following: visiting teacher service, the provision of a Special Needs Assistant, specialised equipment, furniture or transport service. The Board of Management reserves the right to defer the enrolment of the special needs pupil pending

- The receipt of all relevant reports and assessments and
- The provision of appropriate resources by the Department of Education to meet the needs specified in the psychological and/or medical reports.

Communication

The parents will be kept fully and honestly informed regarding their child's progress from the day of induction and this will be done regularly through meetings/notes with any of the following: the class teacher, the special education teacher, the SEN co-ordinator and the principal where needed, and also on an informal basis when meeting with the class teacher at dispersal time. Through these contacts, the parents will be advised of the strategies being adopted by the relevant teachers within the classroom and support teacher room, and they will be advised of how they can support the child's learning outside of school. If health and safety issues are arising from the enrolment of a SEN pupil an effort will be made to identify these from the outset and strategies put in place to address our concerns. Examples of areas which may need to be addressed are

- (a) Access to the school itself, access to classrooms etc,
- (b) Supervision at all times but particularly at break times and where the pupil is involved in extra-curricular activities.

- (c) Administration of medicines. In this regard, staff will be guided by our school policy regarding Administration of medicines, C.F. same.
- (d) Involvement in Physical Education and usage of P.E. equipment.

The procedure for early identification, screening and referral of special educational needs pupils from within the school shall include a combination of the following strategies:

- A. Teacher observations and running records
- B. Teacher-designed tasks and tests
- C. Language Link Screener (Junior Infants - Autumn)
- D. DTEN (Senior Infants - Spring)
- E. MIST (Senior Infants - Spring)
- F. Dyslexia Screener (First class and any new pupils or any pupils who need to be rescreened - Spring)
- G. NNRIT (3rd Class - Spring)
- H. Early YARC/ YARC (SET)
- I. Maths Tracker (SET)
- J. Standardised tests such as Drumcondra and Micra-T tests. (1st - 6th - Summer)

Within the school a Three Stage approach shall operate.

Continuum of Support – 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,
- A child will be put on Classroom Support if they score above the threshold for school support but are experiencing difficulty. The class teacher will then construct a simple, individual plan of support to be implemented in the normal class setting.
- This plan will be based on screening measures administered by the class teacher. The plan will be reviewed after each instructional term. If the plan is working well for the child it may be decided to continue or release a pupil from it.. If insufficient progress is made and the child is still having difficulty then Stage 2 (School Support) may be implemented. Link supplied: [Classroom Support](#)
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Stage 2: School Support

- If further intervention is deemed necessary, further diagnostic testing will be undertaken by the Special Education Teacher (SET). If the pupil is to receive supplementary teaching at School Support Level, a letter of consent will be sent to the parents by the SET. A phone call will be made to the parent before the letter being sent home if this is the child's first time accessing School Support. The letter will be filed in the child's black folder in the SET's room.
- Pupils may move to School Support without having accessed Classroom Support if it is deemed necessary, for example they score poorly in standardised tests and further testing carried out by the SET deems it necessary to move straight to school support. The class teacher and SET then draw up a plan of appropriate learning outcomes for the child. 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 pupils who fail to make sufficient progress with 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, support teacher, parents and outside professionals (if available) will draw up a Learning Programme for the child.

In the case of pupils identified at an early age as having significant special educational needs, intervention at Stage 3 is 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 support teacher.

Pupils on Stage 3, School Support Plus will have two meetings yearly to devise and review a plan for the child with parents, class teacher(s), special educational teacher(s) and SNA (if applicable).

The first meeting will be held in the first school term (October) and the second meeting (review) will be held in February.

This plan includes:

- The nature and degree of the child's abilities and skills
- The degree of the child's special educational needs/disability
- The present level of performance
- Services with which the child is involved
- Services for transition to 2nd level school where appropriate
- The goals, which the child is to achieve over half a year.
- This plan is uploaded to the school management system, Databiz.

Note: The 'Log of Actions' in the Continuum of Support will be amended on Databiz as appropriate (after a decision has been made or a meeting held). These additions will be made by the Class Teacher or the Support teacher.

School Intervention Programmes

Support teaching in our school is currently provided by the Special Education teachers (SET)

- The support teacher provides support on an individual basis, in small groups or by in-class support (team teaching/station teaching).

At all times we are conscious of the fact that the mainstream class teacher has primary responsibility for the pupils' learning and in consultation with the support teachers, will devise strategies to accommodate access to the curriculum in a meaningful manner.

Arrangements will be made to review the plan and its progress, at least termly. The support teacher, following consultation with the class teacher, will draw up a timetable for support teaching. This timetable will also allow for time to be spent on team planning, assessing and recording.

It will be important to review intervention programmes for pupils with special educational needs at the end of each term and the support teachers, following consultation with the principal/deputy principal, shall acquire resources/materials which they feel are beneficial and essential to support pupils.

The support teachers are supported and encouraged to avail of TPL opportunities arising in special educational needs; particularly facilitating their attendance at meetings, workshops, lectures or courses.

Record Keeping

- A record of support is added to Databiz by the SET (support summary) for each pupil who receives support by them and for what duration weekly.
- All pupils who are withdrawn for support will have a folder pertaining to them. This file will hold work samples and test results for that child. This will be compiled by the SET and kept in the SET room.
- A hard copy file containing all the relevant information pertaining to a pupil with a professional diagnosis is secured in the deputy principal's room. All teachers dealing with special needs pupils have access to his/her files. Assistants from outside agencies – therapists, visiting teachers etc, on receipt of parental consent, may also access a pupil's data. Contributions from psychologists, health care workers, teachers, or assistants may be added to this file during the pupil's life in this school. All reports and information are also added to the pupil's support file on Databiz.

Link to Intimate care policy doc: [Intimate Care Policy](#)

Link to SNA policy doc: [SNA Policy](#)

Link to Assistive Technology Policy doc: [Assistive Technology Policy](#)

Our policy has been operative for many years but is developmental and continually evolving. The operation of our policy is an ongoing process. It will undoubtedly need to be amended occasionally, on foot of Department of Education and Skills circulars, guidelines from NCCA, the appointment of Special Educational Needs Organisers, and the National Council for Special Education (NCSE).

This policy was updated by the SET team in Autumn 2024, discussed by all staff, sent as a draft to the Parents Association and ratified by the Board of Management on December 12th 2024.

Signed _____
Mary Carroll Chairperson

Date: _____