

St. Senan's N.S., Shannon

Special Education Needs Policy

Academic Year 2021-2022

Title

Whole School Policy for Special Education Needs Provision

Introductory Statement

St. Senan's N.S. is a co-educational primary school under the patronage of the Catholic diocese of Killaloe. It is a mainstream primary school, catering for all classes from Junior Infants to 6th class with an enrolment of 124 pupils for the 2021/22 school year. The purpose of this Special Educational Needs (SEN) policy is to provide guidance for teachers, Special Needs Assistants, parents and guardians on the provision of effective teaching and learning supports to pupils experiencing low achievement and / or learning difficulties, as well as to fulfil our obligations under the Education Act 1998.

The Management and staff of St. Senan's NS formulated this policy for the provision of the education of pupils with SEN. In preparing to formulate this policy, the school welcomed the support and expertise of the National Council for Special Education (NCSE)

This policy also takes cognisance of the legislation regarding students with SEN as listed:

- Education Act (1998)
- Education Welfare Act (2000)
- Equal Status Act (2000)
- The Education for persons with Disabilities Bill (2003)
- Equality Act (2004)
- The Data Protection Acts (1988, 1998, 2003)
- The Freedom of Education Acts (2003)
- The Education of Persons with Special Education Needs Act (EPSEN) 2004

This policy is drafted in the context of:

- DES circulars
- Guidelines published by the NCSE
- Guidelines on the Individual Education Planning Process 2006
- Guidelines on the Continuum of Support for Primary Schools (SESS)

Situation

St. Senan's NS, under 2019 DES Allocations, was allocated three full time Special Education Teachers (SET) A further part time SET provides 5 hours of

support under a cluster arrangement with Clooney N.S. The Board of Management of the school sanctioned the organisation of SET provision in the school for the 2021/22 school year as follows:

- SET: Mrs. Mc Carthy – JI & SI + 1st classes
- SET: Ms. Joanne Walsh – 2nd + 3rd + 4th classes
- SET: Mrs. Dillon – 4th, 5th & 6th classes- in class support- 1st/2nd.
- SET: Mrs. Eibhlin Walsh – 6th Class support- Tuesdays and Thursdays 8:50-10:50 am.

This year 2 SET teachers will be placed in each class for stations to accommodate explicit instruction and appropriate use and function of station time in St. Senan's National School.

Thus for JNR/SNR infants- Mrs. McCarthy and Ms. Walsh

1st/2nd- Mrs. McCarthy and Mrs. Dillon

3rd/4th- Mrs. Walsh and Mrs. McCarthy

4th/5th- Mrs. Dillon and Ms. Walsh

5th/6th- Mrs. Dillon and Ms. Walsh

Our School Profile

Circular 07/2019 described how each school is profiled

Our School Profile	St. Senan's NS
1. Baseline Component	9.98
(i) Number of pupils presenting with Complex needs enrolled in St. Senan's NS	43.46
(ii) The learning needs of pupils in our school as evidenced in standardised test results.	10.02 (Literacy) 8.66 (Numeracy)
(iii) The social context of the school	5.88
3. Gender	2.0
Total (Rounded)	80.00

Aims

Through the effective implementation of our Whole School Policy for SEN we aim:

- To support the inclusion of SEN pupils in our school
- To ensure that the staged approach / NEPs Continuum of support is effectively and fully implemented
- To 'optimise the teaching and learning process in order to enable pupils with special education needs and learning difficulties to achieve adequate levels of proficiency in literacy and numeracy before leaving primary school

- To provide supplementary teaching and additional support in English and/ or Mathematics
- To enable all pupils access and participate as fully as possible in the curriculum for their class level
- To recognise and support differentiation in all classrooms
- To develop positive self esteem and positive attitudes towards school and towards learning in all our pupils
- To support attainment and behavioural, social and emotional functioning
- To enable pupils monitor their own learning and become independent learners incorporating a whole school approach to self-assessment
- To involve parents in supporting their children through effective home/school approaches to educational provision for pupils with SEN
- To promote collaboration among teachers in the implementation of whole-school policies on SET for pupils
- To establish early intervention programmes designed to enhance learning and to prevent /reduce difficulties in learning
- To guard the self-esteem and self-image of all our learners

Guiding Principles of SEN Provision in St. Senan's NS

- Quality of teaching
 - Direction of resources towards pupils presenting with the greatest need
 - Implementation of a staged approach to support provision at all levels from Classroom Support to School Support to School Support Plus
 - Provision of the Model of Intervention appropriate for individual pupils and the difficulty they are experiencing (including in-class support, withdrawal model, individual or group work, etc.)
1. Withdrawal Model: 1:1 intervention (vital when difficulties are significant; when pupil needs do not match to form a small group)
 2. In-class Support Model; Station teaching / Team teaching / Peer Tutoring
- Parental Involvement
 - Collaboration between teachers
 - Maintenance of Support Plans by Class Teachers and Support Teachers at Class Support / School Support / School Support Plus
 - Assessment Procedures
 - Regular daily contact with pupils with SEN
 - Manageable caseloads and timetables
 - Support success and achievement for pupils with SEN
 - Provision of intensive early intervention in as much as is practicably possible (considering the resources available to the school)
 - Support from outside agencies

- Supporting and encouraging continuous professional development (CPD)

<h2>Content of Plan</h2>

1. Identification of Learning Difficulties
2. Prevention and Early Intervention
3. Identifying and Selecting children for Learning Support
4. Communicating with Parents
5. Target Setting
6. Monitoring and Recording Progress
7. Continuing and Discontinuing Supplementary Teaching
8. Roles and Responsibilities
9. Record Keeping
10. Timetabling
11. Attendance
12. Monitoring and Reviewing Policy
13. SEN Policy Success Criteria

1. Identification of Learning Difficulties

The Class Teacher plays a significant role in the initial identification of pupils who may have general or specific learning disabilities

- In supporting the development and implementation of the school SEN policy, the Class Teacher will administer and score appropriate screening measures and discuss outcomes with the designated Support Teacher(s)
- The Class Teacher will liaise closely with SET Teacher and elicit relevant information regarding for e.g. hearing / vision checks

Classroom Support (Stage 1)

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 pg. 13 -17). 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.

School Support (Stage 2)

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 red SEN folder and in document folder in Aladdin). The class teacher and Learning Support 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)

School Support Plus (Stage 3)

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, SET teacher, parents and outside professionals (if available) will draw up a Learning Programme for the child. This plan will form the 3rd instructional stage 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 SET 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 Learning Support teacher.

2. Prevention and Early Intervention

Prevention and early intervention is a cornerstone of our policy and approach to the implementation of our SET policy

Prevention Strategies

Our strategies for preventing learning difficulties include:

- The development of agreed approaches to the teaching of English and Mathematics in order to ensure progression and continuity from class to class.
- Careful development of phonological awareness and rhyming skills in the classroom, before the introduction of formal reading of words and books (Jolly Phonics)
- The use of concrete materials at every opportunity.
- Implementation of whole school parental involvement programmes (e.g. Shared Reading at home / Developing children's Oral Language Skills / Induction Meeting for parents of New entrants)
- Ongoing structured observation and assessment of the language, literacy and numeracy skills of pupils in the infant classes to facilitate early identification of possible learning difficulties
- Close collaboration and consultation between Infant teacher and SET teacher
- Thorough Assessment procedures throughout the school
- Provision of additional support in Language Development / Early Literacy / Early Mathematical skills to target pupils

Early Intervention Programmes

- Early intervention is a vital component of the NEPs Continuum of Support model

- Early intervention programmes may be provided by the Class Teacher and/or SET Teacher, in accordance with the Staged Approach and the NEPs Continuum.
- Close collaboration and consultation between the Class Teachers and the SET Teachers should 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 at Classroom Support/School Support level.
- Intensive early intervention programmes in the early primary classes can be an effective response to meeting the needs of children with low achievement. Such programmes will:
 - Be set within a specific time frame (13 – 20 weeks)
 - Be based upon a shared experience of success by everyone
 - involve small group teaching or 1:1 teaching where small group teaching
 - Include a strong focus on oral language, laying the foundation for meaningful reading activities and further development of language and comprehension skills
 - Emphasise the development of phonemic awareness
 - Develop phonic skills, once phonological awareness has been developed well
 - Develop word identification skills
 - Engage the pupils in frequent supervised oral and silent reading of texts at appropriate levels of difficulty and monitor comprehension
 - Stress the interconnected nature of speaking reading and writing
 - Focus on language development in Maths, and in the development of mathematical procedures and concepts
 - Programmes such as 'Incredible Years' 'Friends For Life' are rolled out in the school
 - 'The use of early intervention and prevention programmes help mitigate the development of learning, social and emotional difficulties. A balanced Approach to Literacy Development is an example of a resource for early intervention and prevention of literacy difficulties (pg. 14 – 15 Guidelines 2017)

- 'The DES support services offer a wide range of programmes and resource materials related to the social, emotional and behavioural needs of all pupils, including those with SEN. These programmes cover such issues as bullying, transition and behaviour management.' (pg. 15 Guidelines 2017)

3. 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 10th percentile on standardised assessments in Literacy and Maths.
3. Children scoring at or below the 12th 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. Support for children with SEN through liaising and collaborating with key personnel in the Secondary Schools

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.

Allocating Additional Teaching Supports

The 6 Steps from Circular 02/05

1. A list of every pupil in the school, who has been highlighted as being in need of support, will be compiled
2. This list will be examined in consultation with Cir 02/05, and each child will be allocated support, as appropriate, under the terms of the Staged Approach.
3. A list of members of the teaching staff will be compiled
4. A member of staff will be allocated to support the learning needs of each pupil identified taking into account: the Staged Approach; the needs of the pupils; the expertise and experience of the teacher; practical consideration
5. Pupils with similar needs may be grouped for support
6. A tracking and recording system will be established. All teachers will actively monitor the progress of the pupils.

4. Communicating with Parents

- Class Teachers consult with parents of all pupils in the class from time to time. However, for parents of pupils who are in receipt of supplementary

teaching, additional time will be devoted to consultation and collaborative planning.

- In the case of each pupil who has been identified as experiencing low achievement and/or a learning difficulty following administration of an appropriate screening measure, the Class Teacher will:
 - Communicate awareness of concerns about a child's progress to parents
 - Outline the support that is available to pupils who experience low achievement and/or learning difficulties (Classroom Support/ School Support/School Support Plus)
 - Inform parents that a meeting with the SET Teacher and the Class Teacher will follow diagnostic assessments
 - Attend, if possible, the meeting between pupil's parents and the SET Teacher
 - Collaborate with parents and SET Teacher on the formation of a Support Plan
 - SET teacher and Class Teacher meet with parents to agree a School Support Plan for the child.
 - Indicate to parents how the pupil's class programme will be modified in order to achieve the agreed learning targets in the Support Plan.
 - SET teacher and Class Teacher liaise 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 January for all classes.
 - An information meeting is held for the parents of incoming Junior Infants in June.
 - An end-of-year report goes home in June each year. Opportunities to discuss this report are made available before the end of term.

5. Target Setting

'Good target-setting is central to effective teaching and learning for pupils with SEN. There are four guiding principles when devising targets for pupils.

Targets should be:

- Linked to assessment
- Strength-based
- Linked to interventions
- Developed collaboratively

Best practice indicates that targets should be:

- few in number;
- informed by priority learning needs and directly linked to suitable interventions;
- based upon evidence collected through both formal and informal assessment approaches;
- the result of a consultative process with parents;
- reflective of the pupils' opinions and thoughts;
- relevant, meaningful, realistic, timed and specific
- challenging and build on existing knowledge
- addressing pupils' holistic needs (pg. 16 Guidelines 2017)

6. Monitoring and Recording Progress

It is important that school leaders oversee a whole-school approach to monitoring and recording of progress. Pupils' progress in relation to achieving their targets should be regularly and carefully monitored. This stage of the process is informed by effective measurement of baseline performance (for e.g. teacher-designed tests, checklists, samples of work, observation) that allow pupils to demonstrate their progress.

Monitoring outcomes is part of a dynamic process of identification, target-setting, intervention and review, which in turn should lead to adjustments in support plans.

The Student Support File provides the school with a useful resource to support and record this process. It includes a Student Review Record to guide teachers when monitoring progress and reviewing outcomes with parents and pupils.

In addition to monitoring outcomes at individual level, it is also important to review outcomes at group, class and whole-school level. This review could include measures of attainment, communication, independence, attendance, social inclusion and well-being for our pupils with SEN.

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.(October to February & February to June) The completed review will be saved in each child's individual support file.

- Self Reflection (by the child) – as part of the Continuum of Support Review
 - Weekly Tests if applicable (eg. Spellings/Tables).
 - Assessments if applicable (teacher designed or from publishers).
- Standardised Tests at end of year (1st – 6th) English and Maths.
- Senior Infant end of year test –Middle Infant Screening Test (MIST).
 - 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.

7. Continuing and Discontinuing Supplementary Teaching

- An instructional term is generally taken to mean 13 – 20 weeks of instruction. In St. Senan's N.S. our first instructional term spans October to the end of January when Reviews take place. The second term begins in February and continues to the end of May when reviews form part of the end of year programme.
- When possible, a meeting will be held at the end of each instructional term with the parents in cases where supplementary teaching is to be continued, to discuss the revised learning targets and activities in the pupils Support Plan.
- Supplementary teaching will normally be discontinued where the targets have been met and the pupil (on assessment) is performing above the percentile laid down in selection criteria for receiving support.

- The school may decide to discontinue supplementary teaching with some pupils (who have made satisfactory progress) in order for the SET to provide early intervention/prevention for Senior Infants, after screening test results (Spring)
- Due consideration will be given to the overall needs of the school and all of its pupils

8. Roles & Responsibilities

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 Support 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.

SET Teacher

The Support Teacher's activities will include the following:

- Providing supplementary teaching commensurate with the pupils' particular and individual needs
- Researching the pupil's SEN (Reports / Assessment Profiles /etc)to become familiar with the child's impediment to learning
- 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' (pg. 13 2017 Guidelines)
- Implementing suitable recommendations from outside agencies, wherever possible, and liaise with outside agencies pertinent to the pupils on their caseload
- Developing a Support Plan for each pupil who is selected for supplementary teaching, in consultation with Class Teachers and Parents
- Maintaining a Progress Record or equivalent for each pupil or group of pupils in receipt of support
- Maintaining a Progress Record (together with the Class Teacher) for In-Class Support
- Providing supplementary teaching in English and/or Mathematics to pupils who experience low achievement and/or learning difficulties at School Support/School Support Plus
- Delivering intensive early intervention programmes, caseload and selection criteria permitting
- Assisting the implementation of whole-school procedures for the selection of pupils for supplementary teaching
- Contributing to the development of policy on SEN at the whole school level
- Providing advice to the Class Teacher (when requested) about pupils who are experiencing learning difficulties in the following areas: -
 - Individual Pupil assessment -
 - Programme planning -
 - Curriculum Differentiation -
 - Approaches to Language Development -
 - Approaches to Reading -

- Approaches to Spelling -
- Approaches to Writing -
- Approaches to Maths -
- Behaviour Difficulties
 - Meeting with Class Teachers of each pupil who is in receipt of School Support/School Support Plus, to discuss targets and how the approaches to the attainment of targets can be supported throughout the school day
 - Meeting with parents of each pupil who is in receipt of support at the end of each instructional term to: -
 - Review the pupils' attainment of agreed targets - Discuss the next instructional term - review the Support Plan
 - Contributing to decision making regarding the purchase of learning resources, texts and materials to be made available to pupils with learning difficulties
 - Liaising with external agencies such as speech and language therapists

Principal

The Principal Teacher will have overall responsibility for the school's provision for children with SEN. The Principal keeps a record of referrals made to NEPS and other outside services. At the beginning of each school year, the Principal meets with the NEPS psychologist to formulate a plan for the year, including assessments of pupils and professional support for teachers.

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 a secondary nature.

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 require 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.

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

- Preparation and tidying of workspaces and classrooms or assisting a child who is not physically able to perform such tasks; to prepare and tidy a workspace, to present materials, to display work, or to transition from one lesson activity to another.
- Assistance with the development of Personal Pupil Plans (PPP) for children with Special Educational Needs, with a particular focus on developing a care plan to meet the care needs of the child concerned and the review of such plans.
- Assistance with maintaining a journal and care monitoring system for children including details of attendance and care needs.
- Planning for activities and classes where there may be additional care requirements associated with particular activities.
- Attending meetings with Parents, Special Educational Needs Co-ordinator (SENO); National Educational Psychological Service (NEPS); or school staff meetings with the agreement and guidance of Class Teacher/Principal.
- Assistance with enabling a child to access therapy or psycho-educational programmes such as anger management or social skills classes, under the direction of appropriate personnel.

- Assistance to attend or participate in out of school activities: walks, or visits, where such assistance cannot be provided by teaching staff. (Circular 0030/2014)

Board of Management

The Board of Management will:

- be informed of the reviewed 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.

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, Visiting Teachers for children with vision impairment, Visiting Teachers for children with hearing loss, 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.

9. 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, parent-teacher meeting notes, if not saved on Aladdin, Standardised Test result and any relevant correspondence relating to the child.
- Diagnostic Assessments and other checklists administered by the Support Teacher will be put in the child's file in the SET room.
- 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 SET room.
- 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 office. The Standardised Tests currently used in our school are – MICRA T Reading, Drumcondra Spelling and SIGMA T (Maths). MIST (Senior Infant Test) is also administered.
- 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.

10. 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.

11. Attendance

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

12. Monitoring and Reviewing the SEN Policy

The Principal and SET team will monitor and review this policy. It is an ongoing and developmental process. Staff and Board of Management will engage in the developmental process, and the policy will be reviewed as necessary by monitoring:

- The standards obtained by children with SEN
- The number of children at each of the three stages: Differentiation within class, School Action and Resource
- Balance of in-class and withdrawal
- Views of parents
- Visits from specialist teachers
- Staff feedback and observation
- Children's views

13. 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 child's learning. Increase collaboration amongst school personnel

Ratified by the Board of Management, St. Senan's N.S., Shannon, Co. Clare

Signed: _____ **Date:** _____

Chairperson

Scheduled for Review: _____

School Testing

The Drumcondra Test of Early Numeracy- Screening (DTEN-S) is designed to identify pupils who may be at risk of numeracy difficulties so that, if needed, further diagnostic assessment and targeted instruction can be implemented.

The Drumcondra Test of Early Numeracy - Diagnostic (DTEN-D) is recommended for use with children who have attained low scores on the DTEN-S. The purpose of the DTEN-D is to identify specific aspects of numeracy with which children may be experiencing difficulties. It is individually administered, takes approximately 45 minutes, and is divided into 15 tasks distributed over the three areas of pre-number, numeration, and addition and subtraction.

Jolly Phonics Testing – Junior and Senior Infants in May

Child-friendly assessment that teachers can use with their pupils in a one-to-one situation. A pack of carefully developed materials have been created to provide an easy and quick method of assessing children's decoding and comprehension knowledge. Suitable for use with children aged 4-6 years old, this can be used as a phonics screening check resource or by individual teachers.

MICRA -T Reading Test for 1st – 6th Class. This assessment is conducted in April of each year.

DPST – Drumcondra Spellings Test for 1st – 6th class conducted in May of each year.

SIGMA-T Standardised Maths test for 1st – 6th class. This assessment is conducted in mid May each year.

Tests for use in SEN setting

Maths Tracker

Maths Tracker is a computer-based Maths Diagnostic program specially designed for pupils who are experiencing difficulties with the 1st, 2nd and 3rd

class revised Mathematics curriculum. These class levels correspond to Levels 1, 2 and 3 respectively. Each level consists of three tests, with each test containing fifty multiple choice type questions. On completion of each test, a report is generated highlighting the strengths and weaknesses of a particular pupil across the various strand units of the Mathematics curriculum. The results of these individual tests can then be combined to produce a more complete Pupil Profile.

NNRIT

The NNRIT tests assess aspects of language and thinking that are not necessarily represented in measures of pupil attainments, and help to pinpoint low-achieving and slow-reading pupils who may have high underlying ability.

Other tests are used from time to time depending upon the profile of the child with SEN

DRA – Diagnostic Reading Analysis

YARC – Yorkshire Assessment of Reading and Comprehension

WRAT – as recommended by NEPs psychologist