

Presentation Senior School

Special Educational Needs Policy

Introductory Statement

This policy was drawn up by the principal teacher and the special Educational Needs (SEN) teachers in consultation with the mainstream class teachers.

Rationale

This policy has been devised for the following reasons:

1. To cater for pupils with special educational needs in our school.
2. To comply with legislation and department circulars
3. To streamline the provision of special educational needs support in the school
4. To document procedures and practices relating to the provision of support for children with special educational needs i.e. those children who receive support from the learning support teacher or the resource teacher.
5. To document procedures pertaining to the provision of support for exceptionally able pupils in the school.

Relationship to Characteristic Spirit of the School

The Board of Management and teachers of Presentation Senior National School aim to ensure that each individual in the school community is respected equally. The teachers recognise and understand that some children need special support in order to gain maximum benefit from their experience at school. This plan clearly sets out the provisions put in place for those pupils in the school who need additional support to ensure that their learning needs are being met in an appropriately differentiated manner.

Aims

The Board of Management and staff of Presentation Senior School hope to achieve the following by introducing and updating this Special Educational Needs Policy.

1. To enable pupils of all abilities to avail of and benefit from an appropriate education.
2. To outline our whole school approach to teaching and learning in relation to pupils with special educational needs.

3. To assist parents in making an informed decision in relation to the enrolment of their child in our school.
4. To outline procedures and practices to be followed in relation to supporting the learning of pupils with special educational needs.
5. To facilitate communication structures for the involvement of all the partners in the education of pupils with special educational needs. (L.S. Guidelines)

Enrolment of Children with Special Educational Needs

The following decisions have been made by the Board of Management and staff in relation to the enrolment of children with identified special educational needs.

1. Refer to the school's enrolment policy available on the school website – www.presentationmullingar.ie and in the school plan staffsnr.presentationmullingar.ie.
2. Prior to a child enrolling, the school will acquaint themselves with the child's special needs by.
 - a. Meeting between parents, Principal-Teacher, class teacher and special needs staff (if appropriate).
 - b. Obtain copies/details of the child's reports and assessments
3. A decision will be made in relation to the type of support the child will receive based on the information gathering procedure outlined in number two above. If the child has a psychological report recommending that she/he should receive support at stage three, this support will be provided as soon as is reasonably possible after the child is enrolled.
4. The following procedures are implemented to ensure a smooth transition for children enrolling in the school:
 - a. Relevant staff meet yearly with their Junior School counterparts regarding incoming pupils.
 - b. As far as is practical, parents/guardians and children are invited to the school become familiar with some key staff members and the building before enrolling in the school.
 - c. The SENO is contacted as soon as the school is aware that a child with special educational needs will be enrolled to request that the necessary resources/services are put in place for that child as soon as possible after she/he is enrolled.

Accessing Learning Support

Learning Support is offered to children who meet some or all of the following criteria

- (a) Children who have been allocated resource hours from a relevant specialist
- (b) Children who achieve a result on or below the tenth percentile in their standardised tests
- (c) Consideration is given to pupils who accessed learning support in the Junior School with a view to continuing same if necessary

Children with Emerging Special Educational Needs

This section of the policy outlines how children are identified and selected for support from an SEN teacher. The NEPS documents referred to throughout this section are:

- NEPS – Continuum of Support – Guidelines for Teachers
- NEPS – Continuum of Support – Resources for Teachers
- NEPS – Continuum of Support – Student File

Stage 1 – Classroom Support

1. The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class.
2. A classroom support plan is developed and/or adjusted over time for those pupils who do not respond appropriately to the differentiated programme.
3. A decision is made to move a child into stage 1 (classroom support) using the procedure outlined in the NEPS Continuum of Support documents. Refer to appendix 3. This is informed by
 - Parental consultation
 - Teacher observation records
 - Teacher designed measures/assessments
 - Basic needs checklist
 - Pupil consultation: My Thoughts About School Checklist
 - Literacy and numeracy tests
 - Screening tests
4. A Classroom Support Plan runs for an agreed period of time and is subject to review

Stage 2 – School Support

1. A decision may be made to move a child into stage 2 (school support) using the procedure outlined in the NEPS documents. Refer to appendix 3.
2. If the child is moved into Stage 2 of the continuum of support, the class teacher and the support teacher will complete the relevant section of the Continuum of Support - Student

File. A school support plan will be drawn up with input from the student, mainstream class teacher and SEN teacher. A template for the School Support plan is available in the NEPS Continuum of Support documents.

3. Every effort will be made by the Principal and SEN teachers to encourage parents to consent to their child availing of the school support offered if the child has not adequately progressed with the intervention of the classroom support plan. However, parental wishes will be respected if they refuse to allow their child to be diagnostically assessed or to attend the learning support teacher. Details of meetings with parents who refuse support offered by the school will be recorded on Aladdin.
4. The S.E.N. teachers administer any diagnostic tests as appropriate. The results of diagnostic test are interpreted by the teacher administering the test. The results and interpretation is shared with the pupil's parent(s) and class teacher. The Principal-Teacher is made aware of those children who are moving from one stage to another in the staged approach outlined in the NEPS Continuum of Support documents.
5. When the results of standardised tests have been collated by all classroom teachers for their class(es), the S.E.N. team determine the case-load for learning support teachers for the following year. They will draw up a suitable timetable taking all relevant factors into account.
6. Supplementary teaching is arranged based on the information gathering process in stage 1 and stage 2. Children with similar needs are appropriately grouped so that best use is made of the support teachers' time. Team-teaching/In-class Support is used where appropriate. SEN teachers' timetables will be shared with all relevant staff. Class teachers and support-teachers co-ordinate their timetables in order to ensure that children receiving support in Maths and English from an SEN teacher are also present for Maths and English lessons in the classroom. The class-teacher will ensure that their programme is differentiated appropriately for the child's needs as identified and listed in the school support section of the Continuum of Support Student File.
7. Group learning-plans will be used for children who receive school support (high incidence needs).
8. A decision to discontinue supplementary teaching will be made by the SEN teacher(s) in consultation with the Principal and the class-teacher. This decision will be determined by:
 - a. The results of standardised tests
 - b. The support teacher's observations
 - c. Class-teacher's observations
 - d. Consultation with the pupil's parents

- e. Feedback from the pupil
- 9. A record of this review process and the decision to discontinue supplementary teaching will be recorded on the pupil-file.
- 10. The SEN teacher supporting the child will meet with the parents of pupils for whom supplementary teaching will be discontinued to explain the rationale for the decision made.

Stage 3 – School Support Plus

1. A decision is made to move a child into stage 3 (school-support plus) using the procedure outlined in the NEPS Continuum of Support documents. Refer to appendix 3.
2. If the relevant SEN teacher feels that a child should be assessed based on observations carried out by her/him and the class-teacher's and/or concerns raised by a parent/guardian, the parents of the pupil involved will be invited to a meeting where their permission will be sought to refer the child for a psychological assessment. The relevant SEN teacher will sensitively explain the child's learning difficulties to the parents in the context of the school support provided heretofore.
3. At this stage the class teacher and the support teacher will complete the School Support Plus section of the Continuum of Support Student File.
4. The SEN teacher, in consultation with the Principal, takes responsibility for the referral.
5. The SEN teacher will ensure that the necessary NEPs forms have been completed for the referral. A copy of the NEPS referral forms are available in the school plan. A copy of the completed Continuum of Support Student File will accompany the completed NEPS referral form returned to the NEPS psychologist.
6. Arrangements with regard to a suitable place and time for the assessment are made by the SEN teacher in consultation with those involved i.e. pupil's parents, the relevant specialist.
7. In the event of limited availability of assessments through NEPs, the SEN teacher in consultation with the principal and class-teachers will prioritise children on the basis of greatest need.
8. Class teachers and support-teachers co-ordinate their timetables in order to ensure that children receiving support in Maths and English from an SEN teacher are also present for Maths and English lessons in the classroom. The class-teacher will ensure that their programme is differentiated appropriately for the child's needs as identified and listed in the school support plus section of the Continuum of Support Student File.
9. The preparation of IEPs is carried out using the procedures and practices recommended in

“Guidelines on the Individual Education Plan Process” by the National Council for Special Education. A copy of this document is available in the school plan.

10. The school-year is divided into two instructional terms for the purposes of the support teachers i.e. September to January and February to June. All IEPs will be drafted in November. They are reviews/updated February and June. The SEN teacher, pupil, class-teacher, parent and relevant specialist are involved in the drafting of IEPs.

Drafting and Implementing an Education Plan (for pupils at stage 3)

Refer to NCSE publication ‘Guidelines on the Individual Education Plan Process’ which is available in the school plan. The following whole-school decisions were made in relation to IEPs.

1. An IEP
 - a. Allows the student to progress at a level commensurate with ability
 - b. Involves collaboration between all partners
 - c. Focuses teaching strategies
 - d. Ensures records are kept
2. The following information will be contained in the IEP:
 - a. The nature and degree of the child’s abilities, skills and talents;
 - b. The nature and degree of the child’s educational needs and how those needs affect her or his educational development;
 - c. The present level of educational performance of the child;
 - d. The special educational needs of the child;
 - e. The special education and related support services to be provided to the child to enable the child to benefit from education and to participate in the life of the school;
 - f. Where appropriate, the special education and related services to be provided to the child to enable her/him to effectively make the transition from pre-school education to the autism class in Presentation Senior School;
 - g. The goals which the child is to achieve are set using SMART targets
 - h. . The IEP template used in this school is available in the Special Ed resources section of the school plan.
3. All relevant people will participate in the preparation of the IEP (pupil, parents, class-teacher, resource-teacher, SNA and outside specialist). Pupils will help to identify their strengths and weaknesses when the plan is being developed. A member of the S.E.N. team will take over a class-teacher’s class in order to facilitate the class teacher’s

attendance at an IEP meeting. A draft IEP is discussed with the pupil's parent(s) at the parent-teacher meeting. The draft IEP is altered if necessary by agreement from all parties.

4. All parents of low-incidence pupils are given a copy of the IEP.
5. IEPs are reviewed in February and in June.
6. The principal teacher will contact the SENO and/or the NCSE if the education plan identifies resources over and above those normally available in the mainstream school setting.
7. The SEN teacher, class-teacher and principal teacher are collectively responsible for ongoing consultation with the psychologists, SENO and other relevant professionals.
8. The SEN teacher(s) co-ordinate the necessary communication and sharing of information between class-teachers and SEN team when a pupil moves to a new class or when a new teacher takes over a class. The principal-teacher is responsible for ensuring that the pupil's chosen secondary school (or primary school in the case of a pupil moving to another primary school) is furnished with all relevant documentation (e.g. psychological assessments) and pupil-background information relating to his/her educational needs if requested.

Exceptionally Able Pupils

The following whole-school decisions have been made in relation to exceptionally able pupils:

1. We are committed to providing an environment which encourages all students to maximise their potential and this clearly includes students who display some form of exceptional ability.
2. An exceptionally able student is one who is in the top range of 5-10% of the student population
3. The specific procedure for identifying exceptionally able pupils will vary according to subject area but will include elements of the following:
 - a. Teacher referral
 - b. Assessment results
 - c. Parent/guardian referral
 - d. Identification by a previous teacher, previous school, external agency or organisation.
4. We are aware that:
 - a. Unnecessary repetition of work is de-motivating and de-motivated students

- will not always demonstrate potential
- b. There is sometimes peer pressure to underachieve
 - c. Exceptionally able students are not always easier to teach than other students.
5. Opportunities and strategies for extension and enrichment are outlined in each curriculum plan. Classroom differentiation will ensure:
- a. Teachers have high expectations
 - b. Tasks are designed to take account of levels of existing knowledge, skills and understanding.
 - c. There are planned extension opportunities or open-ended tasks
6. A copy of the NCCA's document called 'Exceptionally Able Students – Guidelines for Students' is available in the school plan.

Inclusion

Every effort is made throughout the school to ensure that pupils with special educational needs are included as fully as possible in the life of the school and the classroom.

1. In-class support is used as often as possible in order to reduce the impact of pupil-withdrawal.
2. Pupils with SEN are involved in all school activities e.g. Concerts, Sports
3. During yard-supervision, teachers and SNAs make a special effort to ensure that pupils with SENs are appropriately integrated into school-yard activities.
4. SNAs use any available opportunities in the classroom to integrate the pupils with special educational needs into classroom activities.
5. Pupils with SENs are given responsibilities where appropriate to enhance their self-esteem.
6. SPHE lessons are used to help all pupils understand the need for respect and inclusion.
7. IEPs contain SPHE related learning-goals for pupils with SENs to help them behave in a socially acceptable and appropriate manner that will reduce the likelihood of them being excluded from activities by their peers.
8. A variety of teaching methodologies are employed by the staff to ensure the best access for all children to the appropriate curriculum, They include small group tutoring, withdrawal, one to one tuition, station teaching and inclass support.
9. A very special effort is made by school staff to meaningfully integrate children from the school's autism unit into the mainstream classes.

Special Needs Assistants

1. SNAs have been given a clear contract outlining their roles and responsibilities.
2. SNAs' observations are taken into account when reviewing or drawing up IEPs.
3. Each class-teacher will make appropriate arrangements with the SNA working in her/his classroom to ensure that the pupil receives maximum benefit from the support provided by the SNA.
4. SNAs will maintain a close working relationship with the SEN teachers.

Collaboration and Communication

1. Formal meetings are arranged between a pupil's class-teacher and support-teacher when a need arises.
2. Regular informal communication takes place between class-teachers and support teachers in relation to pupils with special educational needs
3. IEPs are discussed with parents at parent-teacher meetings. Parents can make an appointment to meet with their child's class-teacher or support teacher to discuss any concerns they may have in relation to her/his educational progress.

Resources

1. SEN resources are managed and stored by the SEN teachers.
2. Screening and diagnostic tests are stored in room 4.
3. All teachers have access to the resources.

Transfer to post-primary

1. The principal-teacher is responsible for ensuring that the pupil's chosen secondary school is, in advance of the transition period, furnished with all relevant documentation (e.g. psychological assessments) and pupil-background information relating to his/her educational needs.
2. The IEPs revised in the second-term for sixth class pupils take account of the need to prepare pupils for the transition to a post-primary school. In this regard, pupils are taught practical skills such as reading timetables, giving and receiving directions etc.
3. All children in 6th class complete the Stepping Over to Secondary School (SOS) programme provided by the School Completion Programme (SCP).

Record Keeping

1. Refer to the school's Data Protection Policy available on the school website.
2. The following documentation is maintained on children with SEN:

- a. DES Provision
 - b. Educational Assessments
 - c. Results of standardised, screening and diagnostic tests
 - d. Relevant correspondence (e.g. communication with parents, SENO and other relevant professionals)
3. Pupil-files are securely stored in a locked filing cabinet.
 4. Pupil-files are stored until the pupil reaches the age of 21-years.
 5. The class-teacher, resource teacher and principal teacher are responsible for updating and maintaining the pupil-file.

Professional Development

The Board of Management support and encourage teachers engaging in professional development in the area of special educational needs.

Other related policies

1. The code of behaviour outlines strategies for positive behaviour. These strategies are used regularly with those SEN pupils who display behavioural problems.
2. Leniency, in terms of sanctions, is shown to misbehaving pupils with special educational needs who do not understand how to behave appropriately due to their learning difficulties.
3. All curricular plans contain a section outlining how the curriculum will be delivered in a differentiated manner taking the learning needs of all pupils into account.

Success Criteria

The following indicators will be used to determine the success of this plan:

1. Inclusion of pupils with special needs into our school
2. Progress of pupils with special needs in our school (assessments)
3. Feedback from pupils, parents, teaching staff, special needs assistants, psychologists, SENO.
4. Inspectors' Report.
5. Achievement of aims as outlined in the 'aims' section of this document.

Roles and Responsibilities

The class teachers, principal-teacher, SEN teachers and the SNAs are responsible for the implementation of the plan. Positive and effective collaboration and co-operation amongst all

staff members and outside professionals is promoted and expected.

Implementation and Review

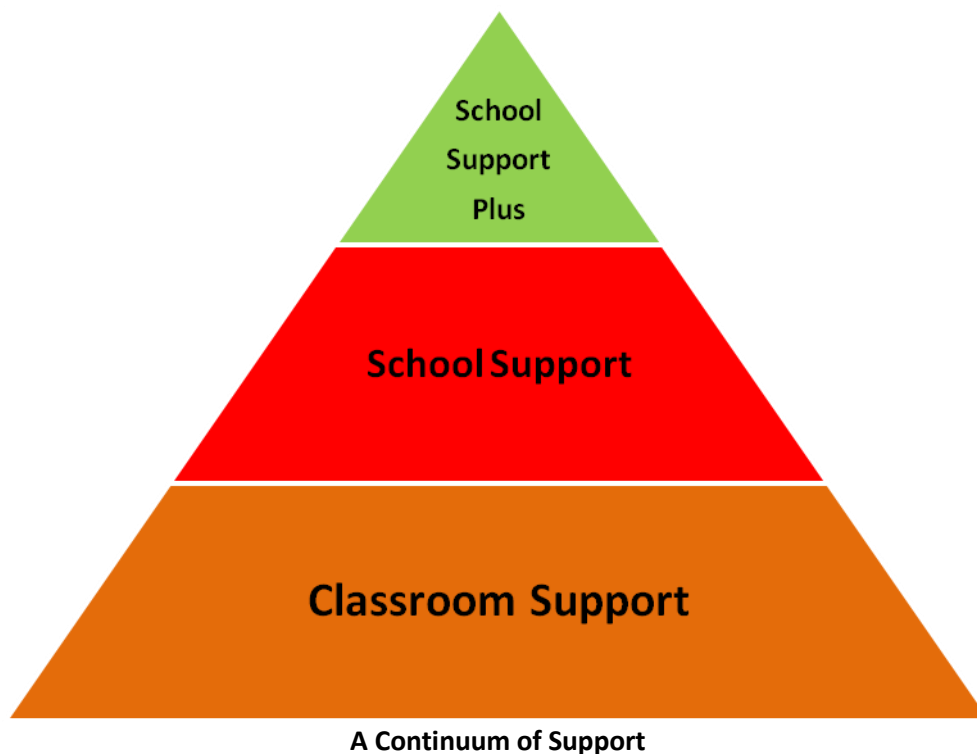
Implementation of this plan will commence in March 2015. The principal and the SEN teachers will monitor its implementation. This policy will be reviewed, and amended if necessary, in September each year.

Ratification and Communication

A copy of this policy will be circulated to all staff members. The essential elements of this policy will be explained to parents when a child is being enrolled in the school. As in the case with all of the other school policies, a copy of this policy will be made available to any parent who requests it. This policy was ratified by the Board of Management of Presentation Senior School on 28th November 2017.



CONTINUUM OF SUPPORT STUDENT FILE	
Name of Student	
Date of Birth	
School	
Date File Opened	
Date File Closed	



Continuum of Support Student File: Guidelines

Rationale for the use of the Continuum of Support Student File:

- The Continuum of Support Student File allows the school to **track the student's pathway** through the Continuum of Support – right from the start of the Classroom Support process, and onwards, if necessary, through to the School Support and School Support Plus levels.
- The Continuum of Support Student File allows the school to **document progress and need over time**
- The Continuum of Support Student File ensures **continuity of support** for a student
- The Continuum of Support Student File may **encourage parental collaboration** and **parental engagement** in the student's learning
- The Continuum of Support Student File assists schools in providing an **appropriate level of support to students**, in line with their level of need

Continuum of Support Student File: Classroom Support

Classroom support is the most common and typically the first response to emerging needs. The **starting point** for the Classroom Support process is when a teacher and parent(s)/guardian(s) **share concerns** regarding a student's learning and/or social development in school.

At this point some simple classroom interventions will have already been tried - such as differentiation, adjustments to the learning environment and/or adjustments to teaching style. Concerns, however, will have remained about:

- student skills and/or behaviour that appear to be falling in below the typical range for his/her age and appear to be impacting on the student's learning and/or socialisation
- the student's response to the simple classroom interventions that have been already tried

These concerns will have suggested that this student has distinct and individual needs that will require a Classroom Support Plan.

Concerns are **recorded**, as well as the student's strengths and interests. This step in the process may be informed by the data gathered when completing some/all of the Classroom Support Checklist.

Ideas are discussed with regard to **strategies/interventions** to address the student's needs within the classroom.

A Classroom Support Plan is drawn up and signed by the class teacher and parent(s)/guardian(s) and implemented for an agreed time span.

The plan is reviewed on an on-going basis.

The Classroom Support Plan, together with reviews, checklists used and other related documents (such as a record of consultation with the NEPS psychologist) will be kept within the **Continuum of Support Student File** – a file specifically for that particular student - allowing the school to track the student's progress and need over time.

Master copies of some of these documents are available to download from

<http://www.education.ie/en/Schools-Colleges/Services/Educational-Psychologist-NEPS-/NEPS-Model-of-Service.html>, in the folder entitled 'Classroom Support Documents'.

While the initial needs of most pupils may be met through classroom-based interventions, a small number of students arrive at school with difficulties that are more significant or which are immediately recognised. In such cases, it may be more appropriate to begin with a School Support or School Support Plus Plan. Most of the students to whom this applies will be new to the school. It may also apply, however, to some students following an event which impacts significantly on them in schools.

Further information about completing the Classroom Support Plan is available in the following NEPS publications available in hard copy in your school or to download from the website of the Department of Education and Skills (<http://www.education.ie/en/Schools-Colleges/Services/Educational-Psychologist-NEPS-/NEPS-Model-of-Service.html>).

- Special Educational Needs: A Continuum of Support: Guidelines for Teachers (pp. 11-19)
- Special Educational Needs: A Continuum of Support: Resource Pack for Teachers (pp. 2-17)
- Behavioural, Emotional & Social Difficulties: A Continuum of Support – Guidelines for Teachers (pp.38-42; 65-70)

Continuum of Support Student File: School Support

While most children's initial needs will be met through classroom based interventions, in some cases interventions at Classroom Support level are not sufficient to fully meet the student's special educational needs. A **School Support Plan** may be needed. The decision to initiate a School Support Plan is usually taken as a result of the review of a Classroom Support Plan, by the class teacher and parent(s)/guardian(s), in collaboration with support teacher(s) in the school.

The class teacher, parent(s)/guardian(s), and support teacher **share** and **record** on-going concerns regarding the student's progress in school, as well as noting the student's strengths and interests.

The class teacher needs to involve the learning support/resource teacher(s) in the problem-solving process at this point.

The School Support Plan will be informed by a more systematic gathering of information about the student, including diagnostic assessment and observation of the student's learning and/or behavioural/emotional/social skills. This step in the process may be informed by data gathered when completing the School Support Checklist.

The School Support Plan/ Individual Pupil Learning Profile (IPLP) is **drawn up** and **signed** by the class teacher, support teacher(s) and parent(s)/guardian(s) and implemented for an agreed time span.

The plan is **reviewed** on an on-going basis.

The School Support Plan, together with reviews, checklists used and other related documents (such as a record of consultation with the NEPS psychologist), will add to the body of information that is already contained within the **Continuum of Support Student File** – a file specifically for that particular student - allowing the school to continue to track the student's progress and needs over time. Master copies of some of these documents are available to download from <http://www.education.ie/en/Schools-Colleges/Services/Educational-Psychologist-NEPS-/NEPS-Model-of-Service.html>, in the folder entitled '**School Support Documents**'.

Further information about completing the School Support Plan is available in the following NEPS publications available in hard copy in your school or to download from the website of the Department of Education and Skills (<http://www.education.ie/en/Schools-Colleges/Services/Educational-Psychologist-NEPS-/NEPS-Model-of-Service.html>).

- Special Educational Needs: A Continuum of Support: Guidelines for Teachers (pp. 21-30)
- Special Educational Needs: A Continuum of Support: Resource Pack for Teachers (pp. 18-23)
- Behavioural, Emotional & Social Difficulties: A Continuum of Support – Guidelines for Teachers (pp.43-49; 71-74)

Continuum of Support Student File: School Support Plus

The School Support Plus process will be initiated if, in reviewing the School Support Plan, it is agreed that the student is not making adequate progress. This process will generally involve external professionals and support services in a more detailed problem solving process to help the student. It is expected that the students who are receiving support at the level of School Support Plus, will be those with greatest need.

Students needing support at this level will have their needs and interventions detailed and monitored in a School Support Plus Plan/Individual Education Plan (IEP). A review of work already done at the levels of Classroom Support and School Support, and contained within the students Continuum of Support Student File, will provide important information for a student's School Support Plus Plan/ IEP.

The School Support Plus Plan /IEP, together with reports from other professionals, consultation records and other relevant documents, will add to the body of information that is already contained within the **Continuum of Support Student File** – allowing the school to

continue to track the student's progress and needs over time. Master copies of relevant documents are available to download from <http://www.education.ie/en/Schools-Colleges/Services/Educational-Psychologist-NEPS-/NEPS-Model-of-Service.html>, in the folder entitled 'School Support Plus Documents'.

Further information about completing the School Support Plus Plan is available in the following NEPS publications available in hard copy in your school or to download from the website of the Department of Education and Skills (<http://www.education.ie/en/Schools-Colleges/Services/Educational-Psychologist-NEPS-/NEPS-Model-of-Service.html>).

- Special Educational Needs: A Continuum of Support: Guidelines for Teachers (pp. 32-46)
- Special Educational Needs: A Continuum of Support: Resource Pack for Teachers (pp. 24-25)
- Behavioural, Emotional & Social Difficulties: A Continuum of Support – Guidelines for Teachers (pp.50-62 and pp. 80-139)

The NCSE Guidelines on the IEP process provide examples of best practice for planning and review purposes within the School Support Plus process (www.ncse.ie).

Classroom Support Checklist

(Essential references: SEN: A Continuum of Support: Resource Pack for Teachers, pages 15 to 17)

Name:	Age:	Class:	Today's Date:
General Information	Checked Yes/No	Comments	
1. Parents Consulted			
2. Information from previous school/preschool gathered			
3. Hearing			
4. Vision			
5. Medical Needs			
6. Basic Needs Checklist completed			
7. Assessment of learning- screening			
8. Observation of learning style/approach to learning			
9. Observation of behaviour			
10. Interview with pupil			
11. Classroom work differentiated?			
12. Learning environment adapted?			
13. Yard/school environments adapted?			
14. Informal consultation with outside professionals?			
Action needed?			
Actions agreed with parents and relevant staff?			
Signed:			
Parent(s): _____ Teacher(s): _____			

Classroom Support Plan/Review

(Essential references: SEN- A Continuum of Support: Guidelines for Teachers, pages 11 to 19);

Name:	Age:	Class:	Today's Date:
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Student's Strengths/Progress Made:

Concerns/Continued Concerns:

Possible Reasons(We think it may be happening because...):*(Essential references: SEN- A Continuum of Support: Resource Pack for Teachers (pages 2 to 16); BESD: A Continuum of Support: Guidelines for Teachers (pages 64-69))*

Targets we want to achieve:

Strategies we will use: *(SEN- A Continuum of Support- Guidelines for Teachers p14; BESD: A Continuum of Support-Guidelines for Teachers (pages 110-122))*

Signed:
Parent(s): _____ **Teacher(s):** _____

Review date and outcomes (targets met and unmet):

Outcome of Review:							
New Classroom Support Plan to be agreed	<input type="checkbox"/>	Classroom Support Plan no longer necessary	<input type="checkbox"/>	School Support Plan to be initiated	<input type="checkbox"/>	Request consultation with other professional e.g. NEPS psychologist or S & L Therapist	<input type="checkbox"/>

School Support Checklist

(Essential references: SEN: A Continuum of Support: Resource Pack for Teachers, pp. 18 to 20; BESD: A Continuum of Support, p 71)

Name:	Age:	Class:	Today's Date:
General Information	Checked Yes/No	Comments	
1. Parents Consulted			
2. Information from previous school/preschool gathered			
3. Hearing			
4. Vision			
5. Medical Needs			
6. Basic Needs Checklist completed			
7. Assessment of learning- screening			
8. Observation of learning style/approach to learning			
9. Observation of behaviour			
10. Interview with pupil			
11. Classroom work differentiated?			
12. Learning environment adapted?			
13. Yard/school environments adapted?			
14. Informal or formal consultation/advice with outside professionals?			
15. Advice given by learning support/resource teacher or other school staff?			
16. Other interventions put in place in school?			
Action needed			

School Support Plan

(Essential References: 'SEN: A Continuum of Support - Guidelines for Teachers' pp. 22-30; 'BESD: A Continuum of Support – Guidelines for Teachers' pp.71-74)

Student's Name:

Age:

**Start
Date:**

Lead Teacher:

Class:

**Review
Date:**

Student's Strengths & Interests:

Priority Concerns:

Possible Reasons: *(Essential references: 'SEN: A Continuum of Support – Resource Pack for Teachers' pp. 18-21; 'BESD: A Continuum of Support – Guidelines for Teachers' pp. 80-108)*

Targets we want to achieve:

Strategies we will use: *(SEN- A Continuum of Support- Guidelines for Teachers p23; BESD: A Continuum of Support-Guidelines for Teachers (pages 111-139)*

Staff Involved & Resources Needed:

Signed:

Parent(s): _____

Teacher(s): _____

School Support Review Record

(Essential References: 'SEN: A Continuum of Support - Guidelines for Teachers' p. 30; 'BESD: A Continuum of Support – Guidelines for Teachers' p. 49)

Student's Name:		Age:	Class:				
Present for Review:			Review Date:				
What has been most successful and why?							
What has been least successful and why?							
What are the student's current needs?							
Actions recommended - what, how, who, when?							
Student's comment:							
Parent/Guardian's comment:							
Signed:							
Parent(s): _____							
Teacher(s): _____							
Outcome of Review:							
New School Support Plan to be agreed	<input type="checkbox"/>	Revert to Classroom Support Process	<input type="checkbox"/>	School Support Plus Process to be initiated	<input type="checkbox"/>	Request consultation with other professionals e.g. NEPS psychologist or S&L therapist	<input type="checkbox"/>

School Support Plus Individual Education Plan Planning Sheet

(Essential References: 'SEN: A Continuum of Support - Guidelines for Teachers' pp. 32-46; 'BESD: A Continuum of Support – Guidelines for Teachers' pp.50-62; pp.75-77)

Name:	Age:	Class:	Today's Date:
Progress to date/Strengths: The nature and degree of the student's abilities, skills and talents			
Areas for Improvement/presenting difficulties: The nature and degree of the student's special educational needs and how those needs affect his/her progress			
Present level of educational performance of the student			
Summary of Special Educational Needs of the student			
Special Educational Provision: The special education and related support services to be provided to the child			
Further Information			
Signed:			
Parent(s): _____			
Teacher(s): _____			
Outcome of Review:			

School Support Plus – Individual Education Plan (IEP)

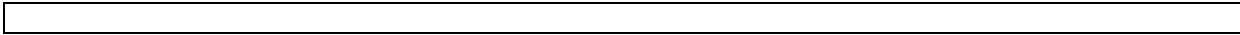
(Essential References: 'SEN: A Continuum of Support - Guidelines for Teachers' pp. 32-46; 'BESD: A Continuum of Support – Guidelines for Teachers' pp.50-62; pp.75-77)

Student's Name:	Age:	Start Date:
Lead Teacher:	Class:	Review Date:
Priorities/Long Term Goals: 		
Short-term targets and strategies:		
Target 1:	Strategies:	
Target 2:	Strategies:	
Target 3:	Strategies:	
Target 4:	Strategies:	
Signed:		
Parent(s): _____		
Teacher(s): _____		

School Support Plus – Individual Education Plan (IEP) Review

(Essential References: 'SEN: A Continuum of Support - Guidelines for Teachers' pp. 32-46; 'BESD: A Continuum of Support – Guidelines for Teachers' pp.50-62; pp.75-77)

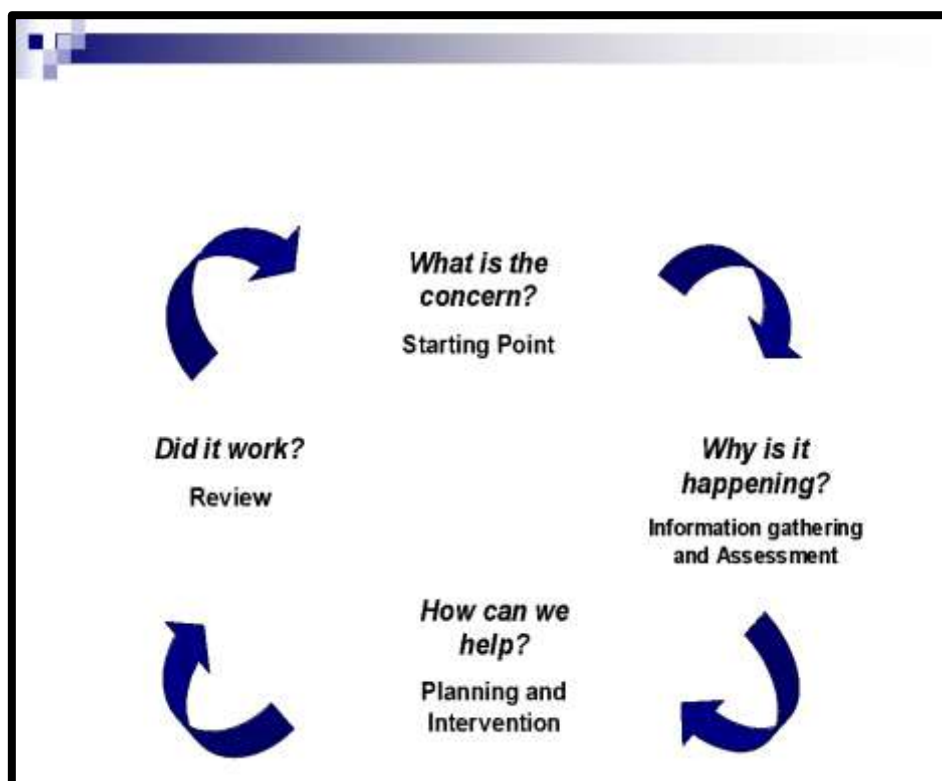
Student's Name:	Age:	Class:
Present for Review:		Review Date:
Progress to date/Strengths: The nature and degree of the student's abilities, skills and talents		
Areas for Improvement/presenting difficulties: The nature and degree of the student's special educational needs and how those needs affect his/her progress		
Present level of educational performance of the student		
Summary of Special Educational Needs of the student		
Special Educational Provision: The special education and related support services to be provided to the child		
Further Information		
Signed:		
Parent(s): _____		
Teacher(s): _____		
Outcome of Review:		



The following documents will be used by school personnel when a Continuum of Support Student File is initiated for any student:

<p>Special Educational Needs: A Continuum of Support: Guidelines for Teachers</p>	
<p>Special Educational Needs: A Continuum of Support: Resource Pack for Teachers</p>	
<p>Behavioural, Emotional & Social Difficulties: A Continuum of Support – Guidelines for Teachers</p>	
<p>Guidelines on the IEP Process (www.ncse.ie).</p>	

The problem-solving process which guides the thinking and action process across the Continuum of Support may be illustrated as follows:



A **consultation** with the NEPS psychologist about a student may be requested, regardless of a student's Continuum of Support level. If, in collaboration with the NEPS psychologist, it is decided to proceed with a consultation, the school will be required to complete a 'Request for Involvement Form' which may be obtained from the NEPS psychologist. This form should be returned together with relevant supporting documentation from the Continuum of Support Student File (e.g. Classroom Support Plan(s), School Support Plan(s), Checklists etc.) to the NEPS psychologist in advance of the consultation.

Appendix 2: Assessment Tests

English Assessments

- Micra T
- Drumcondra Primary Reading Test
- Assessment of Comprehension and Expression
- Phonological Awareness Battery (Useful for identifying dyslexic tendencies)
- Non-Reading Intelligence Test
- Group Reading Test 2
- Diagnostic Reading Analysis (Useful for measuring reading fluency, accuracy and comprehension)

Maths Assessments

- Sigma-T
- Maths Assessment for Learning and Teaching

Other

- Adaptive Behaviour Assessment System
- Culture Free Self-Esteem Inventories

Appendix 3: The Continuum of Support

Classroom Support

School Support

School Support Plus