



Special Educational Needs Policy

St Vincent's Infant Boys' School

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Introductory Statement

This policy was developed in order to outline the current practices and procedures for children with additional needs in St. Vincent's Infant Boys School. We aim to meet the learning needs of all the pupils in the school focussing particularly on those pupils with special educational needs.

Supports and Interventions are provided in the following areas (but are not limited to):

- functional and social communication
- motor skills
- life skills
- sensory processing disorders
- restricted behaviours / special interests
- executive functioning
- literacy and numeracy skills

The policy was revised and updated during the school year 2019/2020 and involved a team of teaching staff, Learning Support and Resource Teachers, Home School Community Liaison, Principal, Special Education Needs Coordinator, Special Needs Assistants, Parents, NEPS Psychologist and School BOM. The team goal is to work in partnership with one another to identify the needs, build on existing strengths, and work together on agreed objectives in order to develop a policy that supports children on attaining a full meaningful life within our school community and beyond.

Mission Statement

To create a forum for learning where the children come to believe in their self worth and that of others and can achieve their full potential in the community.

We aim to ensure that staff, board members, pupils and parents can fully engage with the school community regardless of ability or disability. As a school, inclusion; both social and academic, are of paramount importance to us. We wish to foster an atmosphere where every child feels welcomed and valued within our school community. We will endeavour to ensure that each child's academic and social potential is reached and we will utilise our Special Education Teacher (SET) team to ensure that every child has access to the supports they need to succeed.

Guiding Principles:

- All our children have a right to an education, which is appropriate to them as individuals. We want all our children to feel that they are a valued part of St Vincent's Infant Boys School
- The resources provided to support pupils with additional educational needs (AEN), will be used to facilitate the development of a truly inclusive school

- Supports provided to pupils with additional educational needs will be based on identified needs and be informed by regular reviews of progress (in consultation with parents and pupils) as outlined in the Continuum of Support Guidelines
- The class teacher has primary responsibility for the progress and care of all pupils in the classroom, including pupils with additional educational needs
- Pupils with the greatest levels of need will have access to the greatest level of support, and whenever possible, these pupils will be supported by teachers with relevant expertise who can provide continuity of support

As far as possible, therefore, it is our aim to minimise the difficulties that children may experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

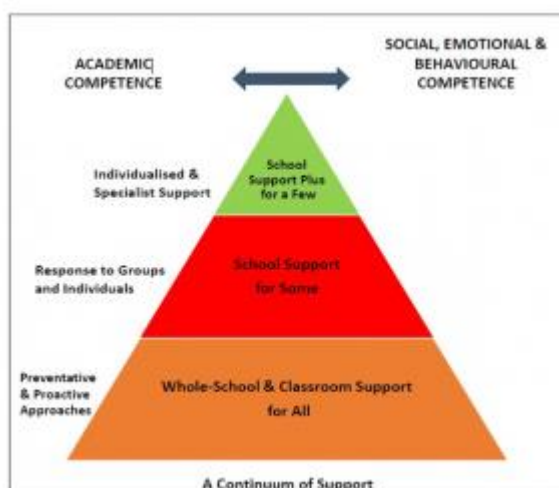
Inclusion:

We are fully committed to the principle of inclusion and the good practice which makes it possible. Our policy as set out in this document, aims to enable children with SEN, traveller children and children whose first language is not English, to become fully integrated members of our school community. This will be achieved by careful consideration of the needs of each child and by either modifying activities or by providing support that will help the child to participate in them.

The Continuum of Support

St Vincent's Infant Boys School, in line with the support guidelines, identify educational needs through the Continuum of Support Process. Every child in receipt of additional support will be listed on the Continuum of Support Document which will be referred to regularly.

The Continuum of Support suggests the following levels of support:



St Vincent's Infant Boys School , in line with support guidelines, identify educational needs through the Continuum of Support Process

Classroom Support

The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class.

STAGE ONE

Support for All	<p>A classroom support plan is developed and/or adjusted over time for those pupils who do not respond appropriately to the differentiated programme.</p> <p>This is informed by:</p> <p>Parental consultation</p> <p>Teacher observation records</p> <p>Teacher-designed measures/assessments</p> <p>Basic needs checklist</p> <p>The Learning Environment checklist</p> <p>Pupil consultation - My Thoughts About School Checklist (1st Class)</p> <p>Literacy and numeracy tests</p> <p>Screening tests of language skills</p> <p>A classroom support plan runs for an agreed period of time and is subject to review.</p> <p>The class teacher leads this process and if after a given period of time there is no considerable improvement, the class teacher brings the case to the Special Education Team coordinator.</p> <p>If a child is showing severe needs that require additional support and has not had a classroom support plan previously, then, at the discretion of the school, that child will have immediate access to the greatest level of support where possible and may be progressed immediately to stage 2 or 3 of the Continuum of Support (School Support). These needs can include academic, behavioural or social needs.</p>
School Support STAGE TWO	<p>At this level a support plan is devised and informed by:</p> <ul style="list-style-type: none"> • Classroom support checklist • Teacher observation records • Teacher-designed measures/assessments • Parent and pupil interviews • The Learning Environment checklist • Diagnostic assessments in literacy/numeracy • Where needs are behavioural, formal observation of behaviour including ABC charts, frequency measures • Functional assessment as appropriate, including screening measures for social, emotional and behavioural difficulties

<p>SUPPORT FOR SOME</p>	<p>A support plan at this level may detail suitable teaching approaches including team-teaching, small groups or individual tuition. The class teacher and SET teacher will draft this plan together in collaboration with parents and SNA (if applicable). This plan will include learning targets and the agreed strategies to be used in class, during withdrawal and at home.</p> <p>A school support plan operates for an agreed period of time and is subject to review. The student support plan is reviewed with parents and targets updated twice each school year, and more frequently, where necessary.</p>
<p>School Support Plus (IEP)</p> <p>STAGE THREE</p> <p>SUPPORT FOR FEW</p>	<p>This level of the continuum is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports from outside professionals (as appropriate) and may include:</p> <ul style="list-style-type: none"> • The Learning Environment checklist (Behavioural, Emotional and Social Difficulties – A Continuum of Support) • Teacher observation and teacher-designed measures • Parent and pupil interviews • Functional assessment • Results of standardised testing such as measures of cognitive ability, social, emotional and behavioural functioning, adaptive functioning etc <p>Data generated from this process is used to plan an appropriate intervention and can serve as a baseline against which to map progress.</p> <p>A support plan with very specific and detailed targets at this level is likely to be more detailed and individualised, and to include longer term planning and consultation. The class teacher and the SET teacher draft this plan in consultation with parents, the SNA and student, where applicable.</p> <p>The student support plan is reviewed with parents and targets updated twice each school year, and more frequently, where necessary.</p>

Meeting the Needs and Allocating Resources

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

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

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

The SET team will regularly meet class teachers and SNAs to review children's needs, the resources in place and progress made using the Continuum of Support problem-solving model of assessment and stage approach flow charts. As a SET team, we review all support and allocate resources for the subsequent term.

We cross-reference the needs of pupils at School Support and School Support Plus levels and consider common needs that can be met by grouping, to ensure effective and efficient teaching and learning approaches.

In planning and organising our SET team allocation and levels of support, we follow the practices as outlined in the 7 step process below. This can be updated and reflected on at any stage of the year, but in general it is discussed in May/June for the upcoming year and finalised in September/October.

SEN Yearly Overview – 7 step process

Action 1: September Review of children currently on school Continuum and review of incoming children	<ul style="list-style-type: none"> review existing information on pupils' needs, using school-based data and any information from parents and external professionals identify all pupils with special educational needs in the school (See Continuum Register) match their needs to the appropriate level on the Continuum of Support input children into Continuum Document detailing, where possible, where their needs lay. (e.g. literacy, numeracy, social, behavioural...)
Action 2: June / September Organising and deploying special education teaching resources	<ul style="list-style-type: none"> cross-reference the needs of pupils at school support and school support plus levels and consider common needs that can be met by grouping to ensure effective and efficient teaching and learning approaches. Agree which teacher(s) will cater for these groups/individuals and when and where the teaching will take place be mindful of the requirement that pupils with the greatest level of need should receive the greatest level of support from teachers with relevant expertise
Action 3: Assessments Setting targets	<ul style="list-style-type: none"> each SET teacher will then assess the children on their caseload these assessments can include literacy, numeracy, formal, teacher made, informal and checklists as appropriate based on their individual needs, the SET teacher, in collaboration with their class teacher, will set clear learning targets for each pupil at each level of the continuum of support
Action 4: Planning teaching methods and approaches	<ul style="list-style-type: none"> in consultation with class teachers, SET teachers will use the most appropriate method of teaching for the children on their caseload. This can be a mixture of <ol style="list-style-type: none"> 1. Team teaching 2. Station teaching 3. Small group withdrawal 4. One to one withdrawal SET teachers short term planning (weekly/fortnightly) will be informed by the student support plans school support plans are completed individually for all children on Stage 2 of the Continuum IEPs or School Support Plan Plus are completed for all children with complex needs plans for station teaching are completed EAL themed plans are completed per group per month

Action 5: Organising early intervention and prevention programmes	<ul style="list-style-type: none"> ● based on identified needs, choose evidence-informed early intervention/prevention programmes to address concerns. Identify time needed and staffing commitment required ● this can include the SMART Moves Gross Motor programme, ET Support programmes eg. Zippy, Ready Set Go Maths, Maths Recovery, Reading Recovery, Literacy and Numeracy stations, Forward Together etc.
Action 6: Tracking, recording and reviewing progress	<ul style="list-style-type: none"> ● establish a tracking and recording system, to ensure that the progress of all pupils in meeting their identified targets is monitored: <ul style="list-style-type: none"> - at whole-school and classroom support level by all teachers - at the school support and school support plus levels by class teachers and special education teachers. ● evidence of this tracking system to be provided in classroom and pupil's assessment folders ● each child in literacy learning support will be continuously assessed on their reading level, phonics, comprehension etc
Action 7: Management review of policy, procedures and communications	<ul style="list-style-type: none"> ● ensure that all communications from the school to parents or students are designed to be usable by the widest possible audience. This will ensure that people with sensory disabilities (sight loss or hearing loss) and non-native language speakers can fully engage with the school. This includes paper and electronic communications from the Principal, school administration and individual teachers ● Ensure that all recruitment processes are focused solely on the ability of the applicant to do the job in question. Applicants should be used to highlight any particular accommodations required when invited for interview.

Roles and Responsibilities

Board of Management

The BoM will fulfil its statutory duties towards pupils with additional educational needs. It will ensure that the provision required is an integral part of the school development plan. Members will be knowledgeable about the school's SEN provision – funding, equipment and personnel. The BoM:

- Oversees the development, implementation and review of school policy in regards to support for children with extra needs and full engagement with parents, staff and pupils.
- Provides adequate class accommodation and teaching resources.
- Provides a secure facility for storage of records.
- Support teachers and SNAs in accessing further training to support them in their role.
- Ensure that applicants with disabilities have fair access to recruitment based solely on ability to do the job in question.

Principal

The Principal Caoimhe Sheehan, has overall responsibility for the day-to-day management of provision. She will work closely with the SEN co-ordinator and the SET team and will keep the BoM informed about the working of this policy. It will be the role of the principal in collaboration with the SEN co-ordinator to:

- Develop inclusive whole-school policies and monitor their implementation
- Assign staff strategically to teaching roles, including special education roles
- Coordinate teachers' work to ensure continuity of provision for all pupils
- Ensure that whole-school procedures are established to facilitate the effective involvement of parents and pupils regardless of their abilities or disabilities and external professionals/agencies
- Ensure that effective systems are implemented to identify pupils' needs and that progress is monitored methodically
- Facilitate the continuing professional development of all teachers in relation to education of pupils with special educational needs, and ensure that all school staff (class teachers, special education teachers and special needs assistants) are clear regarding their roles and responsibilities in this area
- Select children for psychological assessment in consultation with class and support teachers and with NEPS when possible
- Liaise with external agencies such as NEPS, S&L, HSC to arrange assessments of children with SEN
- Liaise with SENO regarding all aspects of special education provision
- Store confidential information (Psychological Assessment Reports etc.) regarding SEN children and share same with class teachers, support teachers, SNAs, other agencies where appropriate.

Special Needs Co-ordinator

The Special Needs Co-ordinator Dee Coleman, will be responsible for:

- Overseeing the day-to-day operation of the SEN policy
- Coordinating provision for children with special educational needs
- Liaising with and advising fellow teachers and contributing to in-service training of staff
- Liaising with and advising SNAs with regard to supporting children with special needs
- Liaising with parents of children with special needs
- Liaise with external agencies such as NEPS, S&L, HSC to arrange assessments of children with SEN
- Monitoring and evaluating SEN provision
- Keeping a list of pupils who are receiving supplementary teaching
- Maintaining Continuum of Support during the school year, recording children at each stage in each class and sharing this with the Principal and the SEN Team
- Facilitating planning for class teacher with support teacher
- Supporting the implementation of a tracking system at a whole-school level to monitor the progress of children who avail of additional support
- Participating in and/or oversees the drafting of SSPs, SSPPs and classroom support plans

The Role of the Class Teacher

Effective teaching and learning is critically important for all pupils, and especially for those with additional educational needs. Meaningful inclusion implies that all pupils are taught in stimulating and supportive classroom environments where they are respected and valued. Mainstream class teachers have first-line responsibility for the education of all pupils in their classes. Accordingly, classroom teachers should ensure that they plan their lessons carefully to address the diverse needs within the classroom. This will include adapting their teaching approaches for some pupils whose individual progress, application, motivation, communication, behaviour or interaction with peers are causes for concern. This may require targeted interventions to develop relevant adaptive skills related to these needs. All mainstream class teachers will implement teaching approaches and methodologies that facilitate the meaningful inclusion of pupils with special educational needs. These include:

- co-operative teaching and learning within mainstream classrooms
- collaborative problem-solving activities
- varied group work
- differentiation
- interventions to promote social and emotional competence
- embedding Information and communications technology (ICT) in teaching, learning and assessment
- completing and communicating a daily checklist with the SNA after between 1.40pm and 2.20pm

Every pupil needs to be taught a broad and balanced curriculum that is appropriate to his/her developmental level. Pupils' levels of interest, attention, concentration and persistence should be gradually developed, extended and rewarded, using appropriate teaching strategies. To cater for the range of learning needs in any class, mainstream class teachers will regularly need to differentiate their lessons. This can be achieved by:

- Varying the level, structure, mode of instruction and pace of lessons to meet individual needs
- Adapting lessons to take account of pupils' interests
- Matching tasks to pupils' abilities and needs
- Adapting and utilising resources, including the use of technology
- Aspiring towards suitably challenging learning outcomes and assessing accordingly

Teachers can make lessons accessible to a broad range of pupils through the use of a variety of appropriate teaching approaches and methodologies, including active learning, small-group tuition, individual teaching, and scaffolded instruction. This may also require environmental adaptations to promote curricular access. Teachers should ensure that the abilities of current and future students are considered when choosing materials, books, technology and apps.

The Role of the Special Education Teacher

Special education teachers should be familiar with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs. Teaching approaches will include a combination of team-teaching initiatives, co-operative teaching, early intervention and small group or individual support. Depending on the learning needs identified, pupils will be supported according to the School Support Plan.

Some pupils with more complex and enduring needs may require specific methodologies, teaching approaches and/or learning activities. Such interventions should be based on careful identification of strengths and needs, including multi-disciplinary assessment when necessary.

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

- curriculum support
- life and/or social skills training
- physical training/gross motor development
- speech training/communication and/or language development
- behaviour modification programmes
- assistance with sensory modulation
- development of anger management strategies

- a combination of some/all of the above

Special education teachers, in consultation with class teachers, should plan their interventions carefully to address pupils' **priority** learning needs and to achieve the targets identified in the relevant continuum of support plan. Short-term planning should reflect the support plan targets and should break down the development of skills and content into small incremental steps to address each pupil's specific needs on a weekly basis. Outcomes for pupils should be routinely assessed, recorded and used to review progress. These outcomes should also be used to inform the targets for the next phase of intervention.

Teachers should ensure that the abilities of current and future students are considered when choosing materials, books, technology and apps.

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

Special education teachers also liaise with external agencies such as NEPS, S&L, HSC and City Connects to arrange assessments of children with SEN.

Role of the SNA

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

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
- completing and communicating a daily checklist with the teacher after between 1.40pm and 2.20pm
- assisting children while at play as appropriate
- provision of non-nursing care needs associated with specific medical conditions
- care needs requiring frequent interventions including withdrawal of a child from a classroom when essential
- assistance with moving and lifting of children, operation of hoists and equipment
- assistance with severe communication difficulties including enabling curriculum access for children with physical disabilities or sensory needs and those with significant, and identified social and emotional difficulties

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

The Role of the Pupils

Pupils who are in receipt of supplementary teaching should, as appropriate:

- be given the opportunity to contribute to the setting of the medium and short-term learning targets
- become familiar with the targets that have been set for them
- develop 'ownership' of the skills and strategies that are taught during supplementary teaching and learn to apply these learning strategies and skills to improve their own learning
- contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment

The Role of the Parents / Parental Involvement

Planning Review:

Good parental engagement is a critical factor in enhancing outcomes for pupils with additional educational needs. Parental engagement is enhanced when parents are consulted in relation to their children's needs and strengths, on the supports and strategies being developed to support their children, and when they are involved in regular reviews of progress. The Continuum of Support process and use of the Student Support File provide valuable opportunities to engage with parents and to build a collaborative approach to identifying and responding to the needs of pupils with special educational needs. There may also be opportunities for parents to work collaboratively with the school through initiatives such as paired reading or Aistear/ Maths for Fun.

Policy Review:

In addition to consultation around the individual needs of their child, parents also value receiving good information on the nature and type of the special educational needs provision available in the

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

Collaboration and sharing of relevant information between home and school are essential elements of our SEN policy. Parents/Guardians through their unique knowledge of their own children have much to contribute to their child's learning.

Parent/Guardian should:

- share any information, reports or reports pending from health professionals, and/or concerns regarding their child's development. Copies of professional reports should be provided to the school at the enrolment stage
- support the work of the school and keep the class teacher informed of the progress and challenges they observe in their child's learning
- attend meetings arranged by the class teacher or SEN team
- support the targets outlined in their child's support plans and engage in all suggested home-based activities
- inform the next primary school of their child's needs, at the transition stage

The Parents/Guardians of the pupils of St Vincent's Infant Boys School can prepare for and support the work of the school by:

- supervising, assisting with, showing interest in and signing homework
- reading and telling stories to their child/children
- listening to and giving supportive feedback on oral reading
- implementing suggested home-based activities and discussing the outcomes with the child's teachers, Where their child is in receipt of supplementary teaching
- signing and returning consent forms to the school regarding withdrawal for support teaching
- talking positively about school and school work
- keeping the class teacher informed of any home factors which may be affecting their child's progress
- participating in activities organised by the school that are designed to increase the involvement of parents in their children's learning
- helping children to develop their organisational skills
- helping children to look after school books and other resources which are loaned to the children for use at home
- supporting programmes and initiatives implemented by the school
- providing feedback to the school on any issues arising for parents or students with school communications or choices of materials

Enrolment of Pupils with SEN

Please refer to St. Vincent's BNS Admissions Policy for all details for enrolment of pupils with SEN.

Early Intervention Strategies

To minimise and tackle the occurrence of learning difficulties, the following early intervention strategies should be implemented:

- differentiation of the curriculum by the mainstream class teacher to cater for individual strengths and needs
- differentiation within the school environment by the principal, teachers and SET; adapting the learning environment to suit student needs.
- close collaboration and consultation between the Teachers and the SET team.
- in-class support from the SET; Co-Teaching/ Team Teaching / Station Teaching/ Withdrawing Individuals and/or Groups.
- provision of additional supports in language development and any relevant early literacy and mathematical skills to pupils who need it.
- the development of agreed approaches to the teaching of literacy in order to ensure progression and continuity from class to class, these include:
 - Jolly Phonics
 - guided reading using PM readers
 - reading recovery
 - First Steps Literacy
 - promoting a print rich environment
 - DEAR Time
 - buddy Up/ shared reading experiences
 - library visits
 - literacy stations
 - parental involvement incentives – literacy week, snuggle up with a book
 - active learning programme with specific emphasis on oral language development, underpinned by the principles of the Aistear programme and the new Language Curriculum.
 - whole school promotion of Reading for Pleasure
 - genre writing
 - reading with The Belvedere Boys
 - story time, book week, reading buddies, word games, class library, visiting authors,
 - write a book project for children
 - access to literacy apps on school ipads and at home
- The development of agreed approaches to the teaching of Numeracy in order to ensure progression and continuity from class to class, these include:
 - Ready Set Go Maths
 - Maths Recovery
 - hands on approach
 - the use of concrete materials as much as possible and as appropriate
 - maths games
 - Numicon
 - maths stations used in collaborative teaching
 - parental involvement incentives which include numeracy week and maths for fun
- Support for children experiencing social, communication, emotional, sensory and motor difficulties and problems with concentration through variety of approaches including:
 - withdrawal of children to support teaching room for one/one, small group intervention strategies
 - adapting the school and learning environment
 - facilitating movement breaks
 - supplying the required sensory resources – heavy inputs materials, ear defenders, chair cushions, etc.
 - setting up appropriate rewards and incentives
 - PECS communication tools

- use of visual supports and timetables
 - differentiation of learning resources
 - Smart Moves Programme
 - Zippy Programme
 - Fizzy resources
 - Regulation stations / Zones of Regulation
 - nurture room
 - Jenny Mosley Circle Time
 - Bubble Time
 - daily repetition of tasks, activities, schedules to create a predictable and safe learning environment
- 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
 - ongoing structured observation and assessment of social, communication, emotional, sensory and motor skills to ensure student progress
 - promotion of parental involvement through the arrangement of formal and informal Parent/Teacher meetings with Class Teachers/Special Education Teachers
 - ongoing observation, assessment, formal Mid-term testing by the Mainstream and Special Education Teachers
 - promotion/sharing of new information following attendance at Special Education Conferences/Study Days
 - regular meetings of Principal and Special Education Teaching team to ensure above strategies are in place

Timetabling

When drawing up timetables it is important to remember that:

- all staff need to be as flexible as possible
- timetables should be continually reviewed
- insofar as is practical, children should not miss out on the same curricular area each time they receive supplementary teaching if a pupil is unavailable for their supplementary session due to special circumstances. The Special Education Teacher will attempt to reschedule the session with the co-operation of another teacher
- interruption to classes/classrooms/ SEN should be kept to a minimum
- the Support Teaching Team will review the timetable at the end of each instructional term/block
- When SETs or the class teacher is absent the SEN team will offer support to learners with the greatest need
- The SEN team may be required to offer support to learners experiencing crisis if the Principal deems it necessary

Developing Listening Skills -

Listening skills are taught by:

- promoting a classroom environment where children listen to others, do not interrupt the speaker
- wait their turn
- Circle Time including listening games and activities
- listening programmes and listening to music.

Assessment and Observation

In our school we carry out the following assessment procedures:

- Junior Infants: Observation, Checklists, Whole School Plan designed assessment
- Senior Infants: Observation, Checklists, Whole School Plan designed assessment, MIST
- 1st class Class: Observation, Checklists, Drumcondra Reading, Micra T, Sigma T

Where Standardised Testing is not appropriate, other means of assessment will be carried out specific to the individual needs of the learner.

We continually review the assessment and screening tests that we use in order to balance the needs of our pupils and the need to provide information for appropriate support. Therefore we may deviate from the above list prior to the review date.

Inventory of Test Materials

Screening Tests

- Belfield Infant Assessment Profile (BIAP)
- Middle Infant Screening Test (MIST)
- MICRA-T
- Sigma-T
- Non- Reading Intelligence Test (NNRIT)
- Drumcondra Test of Early Numeracy

Stages of Assessment and Provision

Access to the school's broad and balanced curriculum is achieved for most children by differentiation of class work by the class teacher. When a class teacher, or home school liaison teacher, identifies a child with SEN the class teacher consults with the SEN coordinator and provides interventions that are ADDITIONAL TO or DIFFERENT FROM those provided as part of the school's usual differentiated curriculum. The first line of responsibility for the progress of all pupils in the class lies with the class teacher. However, as most of our support is in-class the stages are less defined than in situations where learning support is delivered by withdrawal.

EAL Assessment

We use the Primary School Assessment Kit (PASK) to test English Language proficiency for children with EAL. As we are an infant school we use the listening and speaking parts of these assessments. Testing will take place in the first week in November for Senior Infants and First Class and in February for Junior Infants. Children with EAL who join the school during the school year will take the PASK after one month in the school.

We also administer a Non Verbal Intelligence Test (NVIT) for children with EAL in October each year.

Planning for Inclusion

Long Term Planning

Communication between SET Team/Principal/Class Teachers

At the beginning of each term planning meetings between class teachers and SETs will take place. The regular SEN timetable will not be followed during these weeks. This flexibility ensures adequate cover for class teachers and also facilitates regular SET team planning meetings with the principal.

Based on recommendations from Psychological reports, tests and plans, the class teacher with the support teacher, SNA (if assigned), parents and representatives of outside agencies (if necessary) formulate a plan for each child on the continuum.

1. Children with psychological reports and complex needs require a school support plan plus (SSP). Targets for SSPs are updated on a termly basis.
2. Children on stage one (classroom support) and stage two (school support) require a student support file plan.
3. EAL children will be accommodated appropriately in the classroom support plan

Student Support Plan Plus

SSPs, which employs a small – steps approach, feature significantly in the provision that we make in school. By breaking down the existing levels of attainment into finely graded targets, we ensure that the child experiences success.

This plan includes:

- the nature and degree of the child's abilities and skills
- the degree of the child's special needs,
- the present level of performance,
- services to be provided,
- the targets that are being worked on

The strategies set out in the SSP will, as far as possible, be implemented in the normal classroom setting. The management of the IEP strategies will be the responsibility of the class teacher, support teacher and the SEN coordinator.

Monitoring and Reviewing

The SEN coordinator will ensure that the reviews are conducted bi annually (usually October and February with a review in May). The class teacher consults with the support teacher and SNA if applicable. They agree on the expected outcomes of the SSP. The parents are invited to attend a meeting to discuss or make recommendations to the draft review if they so wish. Again, outside agencies may play a part in formulating the final copy. The review will be recorded on the IEP Review form.

Pupils' progress in relation to achieving their targets will be regularly and carefully monitored. This stage of the process is informed by effective measurement of baseline performance, including the use of criterion-referenced tests and other methods of assessment (for example, teacher-designed tests, checklists, samples of work, observation) that allow pupils to demonstrate their progress. This will lead to the establishment of specific targets to be achieved within a defined timeframe as outlined below.

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 schools with a useful resource to support and record this process. It includes a Support Review Record to guide teachers when monitoring progress and reviewing outcomes with parents and pupils. Such monitoring of progress, and subsequent adaptation of support plans, are key drivers of effective practice.

Other considerations for broad review:

- The level and pattern of help (i.e. average time allocated and the balance of in-class and withdrawal support)
- Views of parents
- Visits from specialist teachers
- Staff views on in-service
- Children's views

SEN Records

Individual SEN Files

All pupils' SEN files are stored on Aladdin and in hard copy in a locked filing cabinet in the Principal's office. It is the responsibility of SETs to update and manage the files of the children on school support and school support plus that they support. The following should be stored

- student support file will be updated after review meetings in October and February
- psychological report
- copy of referrals made to outside agencies
- copy of reports from outside agencies
- record of SEN meetings with parents, outside agencies and inter- school meetings
- record of SEN correspondence between parents, outside agencies and school staff

Health and Safety Issues

Every staff member and pupil is entitled to a safe, secure environment and to be treated with due respect. All appropriate measures are taken to ensure the safety of each pupil with SEN. When a place is offered to a child with SEN, every effort will be made to ensure that the supports to which the child is entitled are in place as soon as possible. Staff members will be informed of any potential risks and, where necessary, individual plans will be drawn up and implemented.

Supervision/Child Protection

We will adhere to St. Vincent's BNS Child Protection Policy and to our Child Safeguarding Statement in full.

Ratification and Communication

This revised policy was ratified by the Board of Management in June 2020.

Implementation and Review

This policy will be implemented from June 2020. It was reviewed in January 2021 by the Special Education Team and all staff in St. Vincent's Infant Boys School. It will be reviewed in June 2022

The school Board of Management ratified the Policy on:

Date: _____

Signed: _____

Appendix

(a) Definitions

SEN

Special Educational Needs. Under the current model of allocation, the term special educational needs is broad and includes children who have difficulty attaining literacy and/or numeracy skills, children with fine or gross motor skills in so far as they impact on the children's progress, children who have English as an additional language (if that impacts on their progress) and children who have diagnosed disabilities. The new model of allocation for SEN teaching provides for appropriate teaching for these children using what is called a staged approach.

SNA

Special Needs Assistant. SNAs are employed to assist with the care needs of a specific child or children while in the care of the school. The SNA acts in a care and support role that is non-teaching in nature and works under the guidance and supervision of the Principal and/or class teacher. The allocation of SNAs is governed by DES Circular 30/2014.

Continuum of Support

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

EAL

English as an additional language. Teaching supports are provided to children who have English as an additional language in so far as it impacts on their educational progress. Many of our pupils who have English as an additional language have well developed literacy and numeracy skills which will assist their English language acquisition.

Aladdin

Aladdin is a management information system used to simplify administration in St. Vincent's Infant's School. It is cloud based and secure. It is compliant with data protection regulations. Teachers only have access to records for pupils in their current class.

NEPS

National Educational Psychological Service. Neps is a service of the Department of Education and Skills (DES). It aims to support the personal, social and educational development of all children through the application of psychological theory and practice in education. It has particular regard for children with special educational needs.

NCSE

National Council for Special Education. It was set up to improve the delivery of education services to persons with special education needs. The NCSE is responsible for the allocation of teaching supports and SNAs to support children with special education needs. This is organised locally through Special Educational Needs Organisers (SENOs)