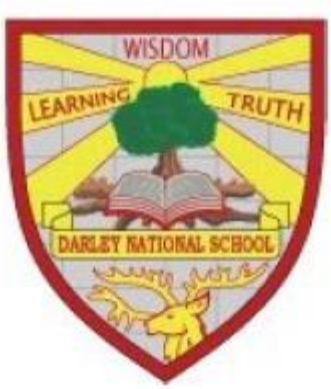


Darley N.S.

Whole School Policy

for

Special Education Teaching (S.E.T.)

(Updated 2023)

1. Introductory Statement

Situation

The Darley School is a six teacher school including principal. The SEN teacher is based full time in the Darley N.S. 7 hours additional SET teaching is provided by a teacher from Farnham NS, one day per week, and a teacher from East Knockbride NS, one day per fortnight. The school also hosts a Hearing Impaired Special Class, one Special Class Teacher and three Special Needs Assistants.

- SET (special educational teaching) accommodation is a one room classroom to the rear of the school to accommodate our deaf and hearing impaired class and a SET room for one to one or small group teaching. Supplementary teaching takes place by withdrawal to the support room and in class teaching support also takes place.

- SEN pupils have shared access to the SNA. SEN pupils are fully integrated in all mainstream classes and activities. Pupils from the Deaf and Hearing Impaired special class are integrated into mainstream classes for SESE, Arts Education, PE, SPHE, Aistear and during eating time. The level of integration is dependent on the pupil's ability to grasp and comprehend the language and terminology used by the mainstream class teacher.

Belief Statement

Due to the sensitive nature of SEN, the strictest confidentiality should be upheld by all members of staff at all times. All matters arising should be brought to the attention of the principal.
We value and respect the uniqueness of each individual. We strive to empower pupils with diverse needs to reach their fullest potential as individuals and as members of the school and wider community.
The intensity of additional support that is provided for pupils with low achievement and pupils with special educational needs should be based on their needs and should be provided differentially through the continuum of support process.

2. Aims and outcomes

- To support the inclusion of SEN pupils in primary schools.
- To ensure that the staged approach/NEPS Continuum of Support is implemented.
- To '*optimise the teaching and learning process in order to enable pupils with learning difficulties to achieve adequate levels of proficiency in literacy and numeracy before leaving primary school*' (Learning Support Guidelines page 15). This support may be provided by the class teacher and/or the support teacher.
- To provide supplementary teaching and additional support in Literacy and/or Numeracy.
- Facilitate pupils to participate in the full curriculum.
- To encourage differentiation in the classroom.
- To develop positive self esteem and positive attitudes about school and learning in pupils.
- To support attainment, and behavioral, social and emotional functioning.

- To enable pupils to monitor their own learning and become independent learners.
- To involve parents in supporting their children through effective parent-support programmes.
- To promote collaboration among teachers in the implementation of whole school policies on learning support 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 the learner.

Principles of Special Education Teaching Support

Effective learning programmes are based on the following principles:
Effective whole-school policies and parental involvement.
- Prevention of failure.
- Provision of intensive early intervention.
- Direction of resources towards pupils in greatest need.

Adherence to these principles results in a greater awareness in schools of the individual learning needs of pupils, an earlier and more effective whole-school response to their needs and a reduction in the numbers of pupils from third to sixth classes requiring supplementary teaching.

Expected outcomes of Special Educational Teaching (SET)

The expected outcomes of learning-support programmes for pupils with low achievement/learning difficulties can be described as follows:
- Improved learning by these pupils.
- Enhancement of basic skills and learning strategies to a level which enables these pupils to participate in the full curriculum.
- The achievement of adequate levels of competency in literacy and mathematics by these pupils before they leave primary education.
- The application of independent learning strategies by these pupils resulting in commitment to, and involvement in their own learning, positive attitudes to school and high levels of self esteem.
- Partnership between class teachers, special educational teachers and parents in planning and implementing supplementary teaching programmes for these pupils.

The effective implementation of Special education teaching is central to the achievement of these aims and outcomes in our school.

3. Continuum of Support Guidelines – A Staged Approach

Stage 1. Classroom Support

If a class teacher or parent has concerns about the academic, physical, social or emotional development of a child, 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). 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.

Stage 2. School Support

If further intervention is deemed necessary (after further diagnostic testing by the Special Education 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 Special Education Teacher in question. The class teacher and Special Educational 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)

Stage 3. School Support Plus

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, special educational teacher, parents and outside professional (if available) will draw up a Learning Programme for the child. This plan will form the 3rd instructional page 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 Special Education Teacher 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 Special educational teacher.

4. Staff role and Responsibilities

Effective implementation of this SET policy in supporting children with literacy and numeracy difficulties requires the support of all the partners in education.

- Board of Management
- Principal
- Class Teacher

- Special Educational Teacher(s)
- Parents
- Pupils
- Special Needs Assistant
- Other: Ancillary Services, i.e. Health Service Executive, National Educational Psychological Service, National Council for Special Education, Speech Therapist, Psychologist, Welfare Board, etc.

They define their roles as follows:

Board of Management

The Board of Management will:

- be informed of the reviewed Special Educational Needs (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.

Principal Teacher

The principal teacher has *overall responsibility for the school's SEN programme and for the operation of services for children with special educational needs*. This includes:

- Ensuring that the teachers and parents of pupils who are selected for diagnostic assessment and supplementary teaching are enabled to fulfill their roles as outlined in the school plan.
- Assuming overall responsibility for the development and implementation of this policy.
- Assuming direct responsibility for co-ordinating SET and special needs services or identifying a teacher to perform this role.
- Helping teachers to increase their knowledge and skills in the area of learning support teaching.
- Arranging for whole school screening in English and Mathematics.
- Liaising regularly with SET team.
- ISL application forms
- Application for assistive technology

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 SEN 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.
- Liaise with Special Class Teacher and SNA to pre-teach topic specific vocabulary

Central to this consultation is the development, implementation and review of support plans. This consultation will be achieved through formal meeting at least once per instructional term, and through informal consultation as the need arises.

SEN Teachers

The central roles of the special educational teachers will be to

(a) support the class teacher in optimising teaching and learning opportunities and Monitoring the selection of pupils for supplementary teaching, ensuring that this service is focused on children with very low achievement.

(b) provide specialised teaching to those children with identified special educational needs.

Special Educational Teachers responsibilities will consist of both teaching and non- teaching duties.

These will include:

- Providing supplementary teaching commensurate with the child's particular and individual needs.
- Researching the child's learning difficulty/SEN, to become familiar with their needs and their preferred learning methods.
- 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 (Guidelines 2017 p.13).
- Developing a Support Plan for each child who is selected for supplementary teaching, in consultation with Class Teachers and parents.
- Maintaining a Short-Term Plan and Progress Record, or equivalent, for each individual or group of children withdrawn for support teaching. Maintaining a Short-Term and Progress Record (together with the Class Teacher) for in-class support.
- Administering a range of formal and informal assessments and maintaining records of the outcomes of those assessments. This will involve:
  - Conducting an initial Diagnostic Assessment of each child who has been identified as having low achievement and/or a learning difficulty, based on results of an appropriate screening measure and record the findings of the assessment in the child's Support Plan.
  - Monitoring the ongoing progress of each child in receipt of supplementary teaching in relation to the attainment of agreed learning targets and short-term objectives that arise from them and recording the observations in the Short-Term Plan and Progress Record, or equivalent.
  - Reviewing the progress of each child at the end of an instructional term and recording it on the child's Support Plan.
  - Providing supplementary teaching in English and/or Mathematics to children who experience low achievement and/or learning difficulties at School Support/School Support Plus (as per selection criteria). Supplementary teaching will also be provided for children whose social skills, gross/fine motor skills and English language skills need further development (EAL).
  - Logging actions in the Support Plan.
  - Delivering early intervention programmes through team teaching in the Junior Classroom.

- Assisting the implementation of whole-school procedures for the selection of children for supplementary teaching.
- Contributing to the development of SEN Policy.
- Providing advice to the Class Teacher (if requested).
- Meeting with parents of children who are in receipt of support teaching where a concern is ongoing.
- Liaising with external agencies such as speech and language therapists, O.T., Child Development Team etc., and implementing suitable recommendations, wherever possible.
- Implementing school policies on preventing learning difficulties, screening children for learning difficulties, interpreting the outcomes of diagnostic assessments and providing supplementary teaching, where it is deemed necessary.

Role of 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. (Circular 0030/2014)

The primary care support & supplementary tasks may include:

- Administration of medicine.
- Assistance with toileting and general hygiene.
- Assistance with mobility and orientation.
- 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 for movement/learning breaks.
- Assistance with moving and lifting of children, operation of hoists and equipment.
- Assisting teachers to provide supervision in the class, playground and school grounds: At recreation, assembly, and dispersal times including assistance with arriving and departing from school for pupils with special needs where the school has made a robust case that existing teaching resources cannot facilitate such supervision.
- Assistance with severe communication difficulties including enabling curriculum access for pupils with physical disabilities or sensory needs and those with significant, and identified social and emotional difficulties. Under the direction of the teacher, this might include assistance through ISL, with assistive technology equipment, typing or handwriting, supporting transition, assisting with supervision at recreation, dispersal times etc...
- Preparation and tidying of workspaces and classrooms or assisting a pupil 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. To assist with cleaning of materials.
- Assistance with the development of Personal Pupil Plans for pupils with Special Educational Needs, with a particular focus on developing a care plan to meet the care needs of the pupil concerned and the review of such plans.

- Assist Teachers and / or Principal in maintaining a journal and care monitoring system for pupils including details of attendance and care needs. Assist in preparation of school files and materials relating to care and assistance required in class by students with special needs.
- Planning for activities and classes where there may be additional care requirements associated with particular activities, liaising with Class Teachers and other Teachers such as the Resource Teacher and School Principal, attending meetings with Parents, SENO, NEPS Psychologists, or school staff meetings with the agreement and guidance of Class Teacher/Principal.
- Assistance with enabling a pupil to access therapy or psycho-educational programmes such as anger management or social skills classes, under the direction of qualified personnel, including Class Teachers or support teachers.
- Assistance to attend or participate in out of school activities: walks, or visits, where such assistance cannot be provided by teaching staff.

Role of Parents/Guardians

The central role of parents/guardians of children with SEN is the same as all parents/guardians, i.e. to support the work of the school and to optimise teaching and learning opportunities for their child at home.

Role of Children

The role of the child with SEN will be that of active participant in their own learning; the extent and nature of this will depend on their strengths and needs.

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), Child Development Team, CAMHS, Tusla 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.

5. Prevention Strategies

Our strategies for preventing learning difficulties include:

- Differentiation of the curriculum by the mainstream class teacher to cater for individual strengths and needs.
- Development and implementation of agreed approaches to the teaching of English and Mathematics to ensure progression and continuity from class to class,
- Strategies including the Aistear programme, Ready Set Go Maths and Team Teaching in the Infant Classes.
- Numicon used in Mathematics teaching in the Deaf & Hearing Impaired class as well as the Edmark individualized reading programme.
- Careful development of phonological awareness, rhyming skills and oral language skills, before formal reading of words and books. Instruction in the *Jolly Phonics* programme from Junior Infants to Second Class. Continuation of Jolly Phonics reading books in first & second class. Elements of Jolly Grammar are used throughout the school.
- The use of concrete materials as much as possible and as appropriate.
- Ongoing structured observation and assessment of the language, literacy and numeracy skills of children in the Infant classes to facilitate early identification of possible learning difficulties.
- Class-based early intervention by the class teacher focusing on the provision of additional individualised support, as and when required.
- Provision of additional support in language development/early literacy/early mathematical skills to children who need it.
- Support for children experiencing social/emotional difficulties and problems with concentration.
- Provision of Assistive Technology as appropriate.
- Provision of appropriate ongoing support in the classroom for pupils for whom supplementary teaching has been discontinued/reduced.
- Provision of additional resources and materials – games, software, books, library resources etc.
- Promotion of parental involvement through their attendance at induction meetings for parents/guardians of incoming Junior Infants and the arrangement of formal and informal parent/teacher meetings.
- Assessment of children's written work.
- Awareness of dyslexia indicators.
- Teacher designed Jolly Phonic assessment in junior classroom.
- Assessment of pupil's sight word knowledge at regular intervals throughout the year.
- Assessment of Maths concepts being taught at the end of each term (Busy at Maths Assessment Booklets).
- MIST testing

6. Early intervention strategies

- Early intervention programmes may be provided by the class Teacher and/or the Support Teacher, in accordance with the Staged Approach (NEPS Continuum).
- Collaboration and consultation between the Class Teachers and the Support Teachers should identify children who may be in need of early intervention.
- Teacher observation and professional opinion will be given due consideration in the selection of children for early intervention programmes at Classroom Support/School Support level.
- Early intervention programmes will include active learning with specific emphasis on oral language development, underpinned by the principles of the Aistear programme and the new Language Curriculum.
- Early intervention is an essential component of the SEN provision in this school, caseload permitting. Early intervention programmes may be provided by the class teacher and /or by the special educational teacher, in accordance with the Staged Approach.
- Close collaboration and consultation between the class teachers and the special educational teacher, will 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.
- Intensive oral language, phonological awareness, phonics, sight word acquisition, reading comprehension, writing and spelling programmes, as outlined above and in the school English plan and teacher's yearly English plans, will be delivered.
- On-going teacher observation will be a strong feature of the infant classroom. Pupils who show difficulties may be administered the *Belfield Infant Assessment Profile* at the end of Junior Infants.
- Annual screening in literacy acquisition in the form of the *Middle Infant Screening Test (MIST)* will be administered to pupils in the third term in Senior Infants. A follow-up programme, if necessary, will be provided to pupils who score below the cut-off score on 3 or more of the subtests. This will be done in consultation with their parents by either the class teacher or the Special Education Teacher teacher.
- Early intervention reading groups and station teaching will be done in Junior and Senior Infants. The emphasis is on oral language, print awareness, print conventions, phonological awareness, letter identification and knowledge of letter sounds, visual discrimination, word identification skills, understanding of word meanings/sentences, spellings, Dolch words, cvc words, Jolly Phonics tricky words, sight vocabulary, basic sentence writing and *Ready, Set, Go Maths.*
- Some early at risk indicators that are used are:
  - Poor pencil grip
  - Ability to copy basic shapes
  - Use of scissors
  - Expressive language
  - Vocabulary
  - Repeating sentences
  - Writing own name
  - Auditory discrimination

- Phonemic awareness
- Word matching
- Letter names & sounds
- Naming shapes & colours
- Auditory & visual memory
- Speech delay
- Limited concentration span & distractibility
- Low threshold of frustration
- Hyperactivity
- Family history of learning difficulties
- Birth difficulties and/or low birth weight

Withdrawal of children to a support teaching room, in-class support, team teaching, group work and individual support will be provided, as appropriate and if it is in a child's best interest.

7. Provision of Supplementary Teaching by the SEN Teacher

The SEN teacher will provide supplementary teaching to pupils, both in mainstream classrooms or in the SEN room. Choice of venue will be determined by the optimum learning environment for the pupil. The SEN teacher will provide supplementary teaching to the lowest achieving pupils in literacy and numeracy and will also provide permanent support to pupils with special educational needs arising from high incidence disabilities.

The SEN teacher will also:

- Work in two instructional terms of 18 weeks: September – January and February-June.
- Devise a learning support timetable in conjunction with the class teachers and the principal. It may be altered as the year progresses and needs change.
- Develop a Personal Pupil Profile (PPP) (see Appendix 2) for each pupil with access to a SNA. A copy of the PPP is kept by the special education teacher, the SNA and the class teacher.
- Maintain weekly/fortnightly *Planning and Progress Record* for each individual or group of pupils in receipt of Special Education Teaching and recording observations. Monthly cuntas reports will also be maintained.
- Monitor pupil progress through the completion of teacher observation.
- Maintain a record of attendance of pupils at supplementary teaching sessions.
- Provide instruction involving intensive small group or individual tuition towards the attainment of the learning targets as set out in the *SSP*.
- Use both withdrawal and in class support to provide literacy and numeracy instruction to children who need it and to support overall teaching and learning.
- Literacy and mathematical lessons will focus on the development of phonemic awareness, word identification strategies, oral work, reading skills and planned reading, comprehension skills, reading fluency, writing skills, spelling skills and mathematical language, procedures and concepts.
- Use and support the use of *Jolly Phonics* in Junior and Senior Infants
- Use *Toe by Toe & Edmarks* programmes to aid children with dyslexia.

- Reading Recovery is used as an intervention in SI & first class.
- Use *Oxford Reading Tree, Jolly Phonic books and the PM* reading programmes, along with a variety of other reading material.
- Use software including *Read Theory* to support literacy.
- Power of one and Power of two used to support pupils with dyscalculia.
- Use Zones of Regulation to assist pupils with behavioral / anger difficulties.
- Talk About Series for pupils with social and emotional needs. Additional resources are used to supplement pupils with social & emotional needs.
- Special Stories App is used to make up social stories.
- Review the progress of each pupil at the end of an instructional term of 18 weeks and record it on the pupil's *SSP*.

1. 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).

- Children previously in receipt of "Resource hours" who continue to experience significant learning difficulties.
- Children scoring at or below the 10th percentile on standardised assessments in Literacy and Maths.
- Children scoring at or below the 12th percentile on standardised assessments in Literacy and Maths (to allow for a margin of error).
- Children diagnosed as having Low Incidence Learning Disabilities since 2017.
- Children diagnosed as having High Incidence Learning Disabilities.
- Children who have English as an Additional Language (EAL) and whose English needs further support.
- 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.
- 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.
- 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.
- Transition to Post-Primary School.
- 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.

- Power of one and Power of two used to support pupils with dyscalculia.
- Use Zones of Regulation to assist pupils with behavioral / anger difficulties.
- Talk About Series for pupils with social and emotional needs. Additional resources are used to supplement pupils with social & emotional needs.
- Special Stories App is used to make up social stories.
- Review the progress of each pupil at the end of an instructional term of 18 weeks and record it on the pupil's *SSP*.

2. Continuing and Discontinuing Supplementary Teaching.

At the end of each instructional block/term the progress of each child who is in receipt of support teaching will be evaluated following consultation with the child's class teacher and where appropriate, the child's parents/guardians. A decision will be made regarding their continued level of support and revised targets will be set in their Support Plan. The school may decide to discontinue supplementary teaching with some children when satisfactory progress has been made and targets have been met. The school may also decide to discontinue supplementary teaching with some children who are now performing above the percentile laid down in the selection criteria for receiving support; however, if both the class teacher and support teacher feel such a child needs scaffolding to maintain this standard then continued supplementary teaching may be offered if places are available in the appropriate group.

3. Monitoring Progress

Monitoring the academic progress of the pupils in this school will be accomplished by:

- 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.
- Annual **whole school** screening in English and Mathematics will be carried out (and corrected) in the final term by the class teacher, from classes 1st to 6th . Tests include the *Drumcondra English* and *Sigma-T* tests.
- The *NNRIT* may be administered every year to pupils in First, second, third, fourth, fifth and Sixth class.
- Senior Infants will be tested in the third term using the *MIST* test.
- Ready Set Go Maths assessment completed annually in the Infant classroom.
- 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.

4. 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 office and is added to as the child moves from teacher to teacher through the school. This file contains a sample of the child's work, standardised test booklets, assessment booklets, absent notes, parent teacher meeting notes and reports.

Diagnostic Assessments and other checklists administered by the Support Teacher will be put in the child's support plan file.

Continuum of Support documents for Children with SEN are stored in the SEN room with a copy provided for each appropriate class teacher.

Personal Pupil Plans for children with SNA access will also be kept in the child's SEN file.

Psychological Reports and outside agency reports that are active at any given time are kept in a locked cabinet in the office. Copies may be held by the SEN teacher in the child's support file.

Results of Completed Standardised Tests will be filed in the teacher's Assessment folders, a copy in the filing copy in office and a copy with the SEN teacher.

End of Year school Report will be issued to parents/guardians in June. These reports are stored in the office.

5. Liaising with Parents/Communicating Information

Class teacher meets with parents/guardians initially to discuss concerns and outline supports available in the school.

SET and Class Teacher meet with parents to agree a School Support Plan for the child.

SET teacher liaises 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 November for all classes.

An open night is held for the parents of incoming Junior Infants in February and an information evening held 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.

6. 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 literacy and numeracy 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.

7. Attendance

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

8. Monitoring and Reviewing the SEN Policy

The Principal, Teacher of the Deaf & Hearing Impaired Pupils and SET Teacher will monitor and review this policy.

9. 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 their child's learning.
- Increase collaboration between school personnel. The achievement of these success criteria will be assessed through: feedback from teachers, children and parents/guardians; child's achievements and ongoing analysis of children's academic performance and attainment of personal targets.

Ratification and Communication

This policy was ratified by the Board of Management at a Board of Management meeting on _____.

Signed: _____

Chairperson of the Board of Management

Appendices

- Appendix 1: *Learning Support – Monthly to do list*
- *Classroom Support Plan (Stage 1)*
- Appendix 2: *Suggested Learning Support Whole School Schedule*
- Appendix 3: *Darley N.S. Testing Procedures*
- Appendix 4: Letter to Parents Inviting them to meet with SET Team Sept
- Appendix 5: *Draft Letter Seeking Parental Permission for Child to Attend Learning-Support*
- Appendix 6: Sensory Circuits Letter for Parents
- Appendix 7: Letters to Parents about SSP & Meeting after Christmas
- Appendix 8: Student Support File (updated 2020)
- Appendix 9 – *Sample Fortnightly Planning and Progress Record*
- Appendix 10: *Teacher observation form*
- Appendix 11: *Parent observation form*
- Appendix 12: *My Thoughts about school Checklist*
- Appendix 13: *Observation Notes*
- *Appendix 14: Meeting Notes*
- *Appendix 15: Classroom Teacher Support Plan (Stage 1) and Teacher Guidelines for SET Support*
- *Appendix 16: Irish Exemption Letter for Parents & 2019 Irish Exemption Circular (DES)*
- *Appendix 17 Micra T/Sigma T Percentile Overviews*
- *Appendix 18 Table Summary of pupils in need of additional support and stage of intervention*
- *Appendix 19 Resources and reading materials available in Darley N.S.*
- *Appendix 20 List of assessments available in Darley N.S.*
- *Appendix 21 List of Assessments Specifically suitable for Deaf Children*