



Special Education Needs Policy

Introduction

Glynn N.S. is a mainstream co-educational primary school without any special status (i.e. not a special school of any sort, has no DEIS status and has no special classes). It has a current enrolment of 213 children. Presently the staff consists of Principal, 8 class teachers, 3 learning support/resource teachers, 3 full time SNAs and a full time secretary.

The purpose of this Special Education Needs (SEN) policy is to provide practical guidance for staff and parents on the provision of effective learning support to pupils with special educational needs. This policy also fulfils the school's obligation under the Education Act 1998 and the Education for Persons with Special Education Needs (EPSEN) Act 2004. The initial policy was developed in 2009.

The policy was reviewed by all relevant parties in 2012, 2014 & 2015. Most recently the policy was reviewed between October 2016 and summer 2017 and was ratified by BOM on 27th June 2017.

Rationale:

It is necessary to review the SEN policy at this time

1. For the enrolment of children with special needs in the school
2. To assist parents in making an informed decision in relation to the enrolment of their child in our school
3. To comply with legislation and department circulars, etc.
4. To update staff on new developments, to understand the implications of these and to use the teaching resources available in the best interests of the pupils in Glynn N.S.

Relationship to characteristic spirit of the school

Glynn National School fosters the physical, social, academic, and spiritual development of our children. We cherish the self-esteem and individuality of each child emphasising their many and varying gifts. In this context we value the co-operation of the staff, parents, Board of Management, the local community and the pupils themselves. (Ref. School Policy Booklet, 2009, currently online, school website)

Aims and Objectives:

1. To outline procedures and practices to be followed in relation to pupils with special education needs.
2. To enable pupils with disabilities to share with their peers as complete an educational experience as is possible.
3. To facilitate pupils to participate in the full curriculum for their class level.
4. To develop positive self-esteem and positive attitudes to school and learning.
5. To enable pupils to monitor their own learning and become independent learners within their own ability.
6. To involve parents in supporting their children's learning.
7. To promote collaboration between the principal, LS/RT teachers, class teachers and SNAs and parents.
8. To establish early intervention programmes designed to enhance learning and to prevent and reduce difficulties in learning.
9. To encourage co-operative learning



Special Education Needs Policy

Guidelines

Glynn N. S. takes its guidance from the Primary School Curriculum (1999, DES). Relevant circulars as they are issued are referred to for guidance. In addition guidelines were taken from 'Guidelines for Teachers of Students with General Learning Disabilities' (2007, NCCA) and 'Learning Support Guidelines' (2000, DES). 'Continuum of Support, Behavioural, Emotional and social Difficulties' and 'Special Education Needs, a continuum of Support' Teachers attend in-service as available and required and the school seeks to keep abreast of new developments and initiatives.

Guiding principles include the following:

1. Effective whole-school policies
2. Whole school involvement, including parents and BOM
3. Provision of intensive early intervention up to and including second class
4. Direction of resources towards pupils in greatest need.

Inclusion:

Glynn N.S is committed to the policy of inclusion as it impacts on the school. The teaching of SPHE and religion are important as are school policies in this area. (c/f School policy booklet, 2009, online school website) SNAs have an important role in this regard in particular with the children they are assigned to.

Differentiation:

Glynn N.S. has a policy of differentiation within the classrooms as applicable and practical within the constraints of class size, time and resources. Differentiation may be applied to all areas but is particularly applicable to the areas of Mathematics and English. All teachers in Glynn N.S. are aware of the importance and benefits of differentiation and are committed to its use. LS/RT may help in providing appropriate readers, workbooks and IT programmes for use in the classroom as required. LS/RT and SNAs may assist the class teachers with group work particularly in literacy and numeracy as available.

If the occasion arises gifted children will be catered for in that we will refer them to appropriate external support programmes.

Enrolment of children with Special Education Needs

(refer to the school policy booklet, 2009, online school website in this regard)

1. Equality of access is the key value that determines the enrolment of children to our school. No child is refused admission for reasons of ethnicity, special educational needs, disability, language/accent, gender, traveller status, asylum seeker/refugee status, religious/political beliefs and values, family or social circumstances.
2. Children with special education needs will be resourced in accordance with the level of resources provided by the Dept. of Education and Science (DES) to the Board of Management (BOM).
3. In relation to applications for the enrolment of children with special needs the BOM will request a copy of the child's medical and/or psychological report or where such a report is not available, will request that the child be assessed immediately. The purpose of the assessment report is to assist the school in establishing the educational and training needs of the child relevant to his/her disability or special needs and to profile the support services required.



Special Education Needs Policy

These reports will be treated in the utmost confidence at all times.

4. Following receipt of the report, the BOM will assess how the school can meet the needs specified in the report. Where the board deems that further resources are required, it will request the DES to provide the resources required to meet the needs of the child as outlined in the psychological and/or medical report.
5. The school will meet with the parents of the child to discuss the child's needs and the school's suitability or capability in meeting those needs. Where necessary and if possible, a full case conference involving all parties will be held, which may include parents, principal, class teacher, LS/RT teachers, SNA, psychologist, speech and language therapist, occupational therapist or physical therapist, as appropriate.
6. Copies of all relevant assessments and reports should be supplied to the school as these become available, on an ongoing basis.
7. The school seeks to maintain a close level of co-operation between parents, the class teacher, and any other school personnel assigned to support the child

Staff Roles and Responsibilities

The role of Special Education Needs is a collaborative responsibility shared by all – The BOM, the Principal, Class teachers, LS/RT teachers, SNAs, parents and children. It is important that everyone contributes in the planning and implementation of our school plan on Special Education Needs.

Role of Board of Management

1. Oversee implementation and review of the Special Education Needs policy and the provision of adequate resources, accommodation and storage, subject to finances being available.
2. Budget for ongoing support for professional development in SEN for staff.

Role of the Principal

1. Assume overall responsibility for the development and implementation of the school's policy on Special Education Needs in co-operation with the BOM, Teachers, SNAs, parents and children.
2. The training, experience and expertise of teachers should be taken into account by the Principal when allocating teaching responsibilities in respect of pupils with Special Education Needs. It is the Principal's responsibility to assign staff members to SEN roles.
3. The Principal will collaborate closely with the Special Education Needs Organiser (SENO), National Educational Psychological Services (NEPS) psychologist and other support agencies.
4. Work with teachers and parents in the development of the school plan on Special Education Needs.
5. Monitor the implementation of the school plan on Special Education Needs on an ongoing basis.
6. Help teachers increase their knowledge and skills in the area of Special Education Needs.
7. Follow up communication with the (SENO), NEPS psychologist and other support agencies instigated by the Principal.



Special Education Needs Policy

8. Facilitate discussions and reviews of Special Education Needs in the school, regularly at staff meetings.
9. Facilitate planning for SEN by releasing class teachers in the first week of term to plan with the learning support team.
10. Monitor the Student Support Plans.

Role of Class Teacher

The class teacher has primary responsibility for the progress of all pupils in his/her class, including those selected for support teaching.

1. Implement teaching programmes that optimize the learning of all pupils and to the greatest extent possible prevent the emergence of learning difficulties.
2. Differentiate the class curriculum appropriately in so far as is possible to meet the needs of all pupils within the class.
3. Implement the school policies on screening and selecting pupils for support teaching in English and Maths by administering and scoring appropriate screening measures, currently Micra-T, Sigma-T and in addition Aston Index, Quest, Neale's Analysis, NRIT, Jackson word tests, Minute table tests, Brendan Culligan dictation tests, Peters and Smith Spelling tests (NFER-Nelson) assessments from maths schemes (currently Planet Maths) and teacher designed tests as deemed appropriate and post record of results in the class file and on Aladdin.
4. Discuss the outcomes with the SEN co-ordinator/teacher in the context of each pupil's general performance in class.
5. Fill in the Student Support Plan for any pupil about whom they have concerns and report concerns to SEN co-ordinator.
6. Make parents aware of teacher concerns regarding the pupil as the need arises. Please refer to "Liaising with Parents" on Page 15.

For children in receipt of support teaching

1. Collaborate with the LS/RT teacher in the development of an Individual Profile and Learning Programme (IPLP) by helping to identify appropriate learning targets and by organizing classroom activities to achieve these targets.
2. Review the pupil's progress periodically towards the attainment of targets with the LS/RT teacher and meet with pupil's parents along with LS/RT teacher to discuss progress and review IPLP.
3. Implement appropriate activities within the mainstream classroom especially those working towards targets outlined on IPLP.

Role of Learning Support/Resource Teachers (LS/RT)

1. Develop an IEP for Resource children and group PLP for groups that are attending supplementary teaching in consultation with the class teacher and parents.
2. Maintain a list of pupils receiving supplementary teaching and special educational support as well as a planning and progress record for each individual or group of pupils.
3. Provide support in Literacy, Numeracy, Social skills and motor development and for pupils in the school who experience low achievements, in accordance with the school's selection criteria.



Special Education Needs Policy

4. Implement an early intervention programme that involves working closely with infants and classes to second class and their teachers.
5. Contribute to the development of policy on learning support at whole school level.
6. Provide advice to class teachers in such areas as individual pupil's assessment and programme planning, as well as approaches to language development, reading, writing, Mathematics and other areas of concern for pupils experiencing difficulties.
7. Contribute to decision-making regarding the purchase of learning resource books and materials for the entire school in the area of learning support.
8. Liaise with external agencies, psychologists, etc. to arrange assessments and provision for pupils with special needs.
9. Monitor the selection of pupils for support teaching, ensuring that this service is focused on the pupils with greatest need
10. Co-ordinate the caseloads/timetables of all LS/RT teachers and SNAs
11. Advise the Principal teacher on issues that arise in the day to day implementation of the SEN programme in the school.
12. Organise meetings between parents and teachers for planning and reviews.
13. Organise resources in school with regard to Special Educational Needs and keep abreast of new developments and resources in this area.
14. Assist and advise the Principal in the development and implementation of the school's policy on Special Education Needs in co-operation with the BOM, teachers, SNAs, parents and children.
15. Oversee the implementation of a whole – school assessment and screening programmes to identify pupils with very low achievement and learning difficulties so that these pupils can be provided with the support they need.
16. Liaise with the class teacher to fill in Student Support Plan.

Role of Special Needs Assistants (SNA)

1. The role of particular SNAs is relevant to the needs of the child/children that they are assigned to. This is in line with Psychological, Speech Therapy, Occupational therapy, class teachers, resource/learning support teachers' reports, the school principal, parents/guardians of the child, the SNA themselves and the child where applicable. (C/F relevant SNA's work file/diary).
2. Where a SEN child is absent the relevant SNA must inform the principal immediately and may be given other non-teaching tasks, roles and duties as deemed suitable by the school principal and class teacher. This may involve helping other children.
3. Liaise with the class teacher & RT to fill in Pupil Personal Plan.



Special Education Needs Policy

Role of Parents/Guardians:

1. Parents/guardians should seek to cooperate with the class teacher, principal, SNA, and LS/RT to ensure efficient provision of support for the benefit of their children. This includes attendance at meetings and assistance with homework.
2. Parents/guardians should supply the school with copies of all relevant reports as they become available.

If parents do not attend an IEP meeting, the matter will be brought to the attention of the principal.

Role of the pupil:

1. Pupils should seek to cooperate with the principal, class teacher, SNA, LS/RT, in furthering their own educational and holistic development. This will include attention to homework, and engagement with class work in line with the school code of discipline and homework policy. (Ref. School policy booklet, 2009)
2. Older students may be asked to attend meetings concerning their progress and contribute towards development and implementation of targets.

Prevention Strategies:

Literacy:

1. Glynn N.S. has a whole school approach to English that stresses the interconnection between listening, speaking, reading and writing (c/f Glynn English policy, 2016)
2. Glynn N.S. has a whole school approach to the teaching and learning of Mathematics that focuses on language as well as the development of mathematical concepts and procedures. (C/F Glynn Mathematics policy, 2016)
3. Glynn N.S. is committed to early intervention in the areas of literacy and numeracy. Extra resources by way of personnel and educational materials are channelled in this direction wherever possible. This facilitates small group and one-to-one teaching with emphases on oral language, letter and word identification, reading, comprehension and basic numeracy skills.
4. Glynn N.S. operates a paired reading scheme within the school, (Term 2) each year when older children are buddied off with younger children). There is also a Readathon held each year.
5. Glynn N.S. is proactive in introducing new programmes as they appear beneficial i.e. Jolly Phonics.
6. The school library contains a good range of books both fiction and non-fiction to which all children have regular access.
7. The school library has a stock of sets of novels for class use throughout the school.
8. Use is also made of IT in Glynn N.S. as a reading and writing tool
9. Games and activities to improve word attack, reading and comprehension are sourced on the internet
10. Glynn N.S. seeks to provide a print rich environment within the classroom and the school building and environs.



Special Education Needs Policy

11. Spelling tests and dictation tests are given regularly in most classes including use of Brendan Culligan's programme.
12. Teachers follow the school phonic scheme (see attached sheet) In addition teachers use PAT, Newell, Sounds at Work, Sounds Abound and Sound Linkage.
13. Glynn has a specific handwriting scheme/policy (attached sheet)
14. All writing genres are addressed within all classes over 2 year period and use made of various resources including Literacy Leap and resources from PDST website
15. Folens and Fallons Language programmes are followed. The New Language Curriculum will be implemented over the coming years as per DES guidelines.
16. Other reading schemes used include Sails (Junior Infants), Oxford Reading Tree (Senior Infants), Starways, Sunny Street and Wonderland (older classes), Wellington Square (Older Classes).
17. The Learning Support team will help implement specific speech and language programmes as requested by outside specialists.
18. Glynn has a monthly reward scheme for writing where specific genres are focused on and a Golden Pen is awarded for each class.

Mathematics:

1. Glynn N.S. seeks to provide a number rich environment, numbers on doors, clocks in all rooms, height charts, calendars, graphs and thermometers (School Improvement Plan).
2. Glynn N.S. has a commitment to the use of concrete materials and manipulatives in the teaching of mathematics.
3. Glynn N.S. seeks to develop and implement strategies to assist children in the problem solving area of mathematics.
4. Glynn N.S. is committed to the teaching of addition, subtraction, division and multiplication tables through the use of rote learning, IT and the use of strategies to aid quick recall. Tables tests are given regularly as are Minute Table tests. Emphases will also be put on counting in 10s, 20s, 25s, 50s, 100s, 200s, 250s, 500s and 1000s to facilitate learning in the metric system.
5. Ongoing observation and assessment of pupils by the class teacher is a further commitment
6. Maths week to include maths trails, and fun and active Maths is a feature of the school calendar (School Improvement Plan)
7. In line with the school improvement plan there is a particular emphases on measurement at the moment and practical activities in this area.
8. Early intervention with second class maths is a priority for the first term annually. This involves grouping and emphases on 10 minutes tables and strategies to aid recall, 10 minutes practical activities in measurement, money, time, length, weight, capacity and data and 10 minutes problem solving (School Improvement Plan)
9. Decimals will be used as default for calculations involving percentages and fractions to facilitate use of calculators in later education.



Special Education Needs Policy

Behaviour:

Glynn N.S. has various policies and programmes to promote good behaviour including anti-bullying policy, code of discipline, SPHE, Walk Tall, etc. (ref School Policy booklet, 2009, online school website)

Fine and gross motor:

1. The school has a comprehensive hand writing programme (attached sheet)
2. All infants participate in activities to improve fine motor skills including, art and crafts, jigsaws, play dough and general play activities.
3. All children partake of art and craft activities.
4. All children take part in Physical Education programmes and Glynn NS has many in school leagues and competitions in various sports including basketball, rounders, football, soccer, hurling, camogie and handball where all children are expected to participate regardless of abilities.
5. Primary Movement Programme is a feature of the infant classroom.
6. The Learning Support team will also implement specific Occupational therapy programmes as requested by outside professionals.
7. Specific groups for Motor skills - junior group and a senior group.

General approaches and methods recommended for pupils with low achievement:

1. Such children should be prioritized when accessing information from previous class teacher.
2. Priority when establishing parental contact.
3. Group teaching of mixed ability nature where beneficial. (co-operative teaching and learning)
4. Modify presentation and questioning techniques to maximize the involvement of pupils with low achievement in class activities.
5. Placing emphasis on oral language development across the curriculum.
6. Providing pupils with extra tutoring in the key basic skills in literacy and numeracy.
7. Setting learning targets at an appropriate level.
8. Providing learning activities and material which are suitably challenging but which also ensure success and progress.
9. Carrying out error analyses of a pupil's work to pinpoint specific areas of difficulty, teacher/pupil conferencing, self-assessment and peer assessment.
10. Applying assessments and tests which offer challenge and opportunities for success to children of all levels of achievement.
11. Work will be differentiated where necessary but testing and record keeping will involve standardised marking especially when communicating results to parents and outside professionals.



Special Education Needs Policy

Parental Involvement:

1. Parents are encouraged to read to children and hear children read. This is a regular point made at all meetings including induction meeting for parents of infants, parent/teacher meetings and all other meetings.
2. Parents are asked to assist children with homework (C/f School policy booklet, homework policy, 2009 online, school website) and inform teacher as soon as possible if there's a difficulty.

Early Intervention Strategies:

1. Teachers of junior classes will be alert to children experiencing difficulties in any and all areas. 'A continuum of concern' book is updated regularly
2. Concerns may be brought to the attention of the principal and LS/RT as relevant.
3. The teacher may speak to the parents with his/her concerns if deemed necessary.
4. Measures may be taken by the teacher and parents with a view to helping the child should this be deemed necessary.
5. The situation will be monitored with further consultation with parents and LS/RT as necessary.
6. Again further measures and intervention may be taken should they be necessary. (Refer to Continuum of Support NEPS)
7. Student Support Plan is regularly updated to include test results, communication, learning support, etc.

Entitlement to Resource teaching:

1. When a child experiences ongoing difficulty and is not making expected progress he/she may be referred for psychological assessment, in consultation with parents, and may then be supported by a resource teacher if hours are granted by SENO in accordance with professional reports.
2. Pupils who display major behavioural or emotional difficulties may be referred for assessment and may then be allocated resource hours.
3. Children who have physical disabilities or an assessed syndrome, e.g. deafness, sight impairment, cerebral palsy may be allocated resource hours and/or SNA support.

Role of the RT to children with resource hours:

The RT helps to provide an education which meets the needs and abilities of children assessed as having difficulties. The RT should advise and liaise with other teachers, parents and other professionals in the child's interests. Specifically in the case of children with resource hours the RT should:

1. Develop an IPLP of each pupil in consultation with other partners in education.
2. Assess and record the child's needs and progress.
3. Set specific, time-related targets for each child and agree these with the class teacher.
4. Direct teaching of the child, either in a separate room or within the mainstream class.
5. Team teaching when the child concerned will derive benefit from it.
6. Advising class teachers in regard to adapting the curriculum. Teaching strategies, textbooks, ICT and other related matters.
7. Meeting and advising parents, when necessary, accompanied by the class teacher as necessary.



Special Education Needs Policy

8. Meeting with other relevant professionals, in the child's interests, e.g. psychologist, speech and language therapist, visiting teachers etc.

The role of the class teacher, parents, principal, BOM and the child himself/herself in the education of a child with resource hours are as in the preceding sections.

Assessment and reporting: (see assessment and recording policy online)

Assessment will initially be by way of teacher observation of the child at work and play. Teachers are continually monitoring children they perceive to be having difficulties socially, emotionally, physically and academically. Formal assessment by way of preliminary screening and informal testing usually occurs prior to parent/teacher meetings, at the end of term time and in June or as deemed necessary. Formal screening and diagnostic assessment occurs as detailed below. At all times the teacher may informally report concerns to the principal, parents, RT as deemed appropriate. Formal meetings with concerned parties may be organized by the class teacher, principal, parents, or RT if necessary. Notes may be kept of any and all meetings and kept in (A) class file (b) Aladdin (c) Student Support File. However minutes should be taken at all formal meetings. Copies of all reports, meetings, and test results should for the most part be kept in the child's folder in office. A Continuum of Concern book is kept for detailing teacher concerns about students over a number of years.

Records of all meetings with parents should be recorded in the SSP.

Preliminary Screening:

Preliminary screening is usually by teacher observation. Class teachers may note children with difficulties in the following area:

1. Handwriting, colouring and fine motor activities
2. Walking, running and other gross motor activities
3. Early socialization skills, difficulties with turn taking, rough play, tantrums etc.
4. Language skills, diction, age appropriate use of correct grammar, age appropriate range of vocabulary and listening abilities.
5. Failure to recognize, understand and apply letters, numbers, words at a similar pace to their peers may alert a teacher to a child with difficulties.

In addition:

6. Other teachers, may also note children with difficulties particularly during break times.
7. Parents may approach a teacher where a child is having difficulties of an academic, social, physical or emotional nature at school.
8. Teachers are constantly monitoring classwork and homework both of an oral and written nature for children experiencing difficulties.
9. Teachers administer their own teacher designed tests regularly as well as assessment tests such as those in Planet Maths and other workbooks etc.
10. Teachers may use appropriate checklists or profiles for assessment.



Special Education Needs Policy

Formal screening:

- Sigma T
- Micra T
- NRIT
- A prescriptive list of tests has been circulated to all teachers.

Diagnostic Assessment:

Children will be given different diagnostic tests depending on the difficulties the child is experiencing.

Diagnostic Maths tests in junior infants - number recognition and formation

Assessment in Literacy: Resources available in the SEN department include the following and are added to as demand/resources permit...

1. Jackson reading test, likewise helps identify sounds not known.
2. Neales Analysis is used for children with comprehension difficulties.
3. PAT tests may be given if the teacher thinks this programme may suit a particular child.
4. Tests in the Newell programme may be given likewise to find starting point for child.
5. Tests from Sound Linkage may be given to identify difficulties in phonological awareness
6. Tests from Sounds Abound likewise identify problems of a phonological nature.
7. Dictation from Brendan Culligan programme.
8. Aston Index.
9. Diaphon tests

Assessment in Numeracy:

1. This may initially take the form of teacher analysis of problems made in calculations of a straightforward nature i.e. addition, addition with carrying, subtraction, subtraction with renaming etc.
2. Minute table tests identify children who need to be given strategies for remembering number facts in the areas of addition, subtraction, multiplication and division.
3. Careful study of Sigma T tests will help identify particular difficulties.
4. Teacher designed tests and tests from workbooks will also be used for identification of children with difficulties and the nature of these difficulties.

Other assessments:

1. Children with problems of a physical nature may be referred to outside professionals for diagnosis and advice.
2. Likewise children with emotional or behavioural problems may be referred to outside professionals for diagnosis and advice.



Special Education Needs Policy

3. Where children experience severe and continuing difficulties despite intervention in the areas of literacy and numeracy they may be referred to outside professionals for diagnosis and advice.

Selection of pupils for learning support:

1. Children falling below the 12th percentile for literacy are allocated time based on their most recent Micra T test results and consultation with class teacher and parents.
2. Early intervention is next priority i.e. children in classes infants to second perceived to be experiencing difficulties in literacy on advice from class teachers. Intervention here is usually of a team teaching nature for the entire class, class grouped by ability as assessed on Dolch and Jackson tests. Priority is given to Senior Infants. Junior Infants are facilitated with group teaching from March each year.
3. Each class will at some stage during the school year have a block of lessons (10 weeks) for group reading/team teaching (ability grouping) where the emphasis will be on reading novels and talk and discussion based thereon. (use of comprehension strategies including 'Building Bridges of Understanding' (Martin Gleeson).
4. Children in the school falling below the 12th percentile for numeracy based on most recent Sigma T test results and following consultation with class teacher and parents will be the next priority.
5. Children falling below 20th percentile at literacy as above.
6. Children falling below 20th percentile at numeracy as above.
7. Other children in school for literacy and numeracy on advice of class teachers, principal and LS/RT.
8. In line with the School Improvement Plan Maths intervention for Second class (ability grouped) will generally take place each year in the first term.
9. Motor skills group.
10. Social skills

Provision of Learning Support /Resource teaching:

1. The primary work of the LS/RT is the provision of supplementary teaching to the pupils identified above
2. Individuals and groups attending LS are reviewed at least once each term.
2. The maximum case load at any one time is 30 children
3. One to one teaching may be provided where small group teaching has not been effective
4. Classes will be intensive in terms of frequency, generally daily.
5. A system of withdrawal and/or in-class support will operate in response to the needs of the individual pupil
6. The class teacher and the LS/RT will meet to devise an IPLP or Group Education Plan in consultation with the parents Pupils may also contribute to setting their own short-term targets.
8. If a pupil is in receipt of support to address other needs e.g. behavioural problems, sensory difficulty etc. it may be appropriate for the child to receive supplementary teaching as well



Special Education Needs Policy

for English/Maths

9. The LS/RT will maintain the following documentation in individualized files

- Individual Profile and Learning Programme (IPLP)
- Short term planning and programme record and test results
- Samples of written work if applicable
- Reading analysis records if applicable

Individual Profile and Learning Programme/Group Education Plan

The Individual Learning Plan/Group Education Plan will be in accordance with the pro-forma as advised in the Learning Support Guidelines, issued by the DES in 2000 p 96,97

The plan will address the pupils' full range of needs and will include:

1. Details from the class teacher
2. Assessment results
3. Other relevant information, e.g. reports from other agencies
4. Learning strengths and attainments
5. Priority Learning Needs
6. Learning targets
7. Class based Learning activities
8. Supplementary support activities to include ICT
9. Home support activities

Each plan will be monitored through teacher observation, the keeping of planning and progress records and through the pupil's own feedback.

A review will take place at the end of each Instructional term or where necessary. The LS/RT and/or class teacher will meet the parents to discuss the child's progress in the light of the review.

Time-tabling:

1. The provision of Learning support is in addition to the regular class teaching in English and Maths
2. Effort is made to ensure that pupils do not miss out on the same curricular area each time they attend Learning support. A flexible approach to timetabling is adopted by the class teacher, although class disruption must be minimized.
3. The provision of learning support may include withdrawal of pupils from their classroom and/or in-class tuition.
4. In-class support, if appropriate, will be jointly designed and monitored by the class teacher and the learning support teacher.



Special Education Needs Policy

Provision of Resources:

1. Resources for the provision of learning support/resource teaching include a variety of textbooks, library books and ancillary materials and oral language development materials. A variety of testing materials are also in use that include standardized, diagnostic, screening, reading experience, reading attainment, phonological awareness, maths attainment tests and various teacher designed tests.
2. Following consultation between the LS/RT, principal and class teacher funding or materials may be provided from grants and funding that may be available through the BOM.
3. Learning support resources will primarily be used in the learning support room. These may be made available to class teachers as required.
4. The Board of Management will budget for SEN resources as part of its annual budget.

Continuing/discontinuing Supplementary Teaching:

- While in general children should not stay for more than 2 years in Supplementary Teaching, following the end of Instructional Term review, a decision is made to continue/discontinue the provision of Supplementary Teaching.
- The decision making process involves consultation between the class teacher, the LS/RT, the pupil's parents and possibly the pupil themselves and the school principal. Account is taken of the overall SEN in the school.
- The criteria on which the decision is made will include:
 - A consideration as to whether the pupil has achieved some/all of the learning targets set.
 - A consideration as to whether the pupil will be able to cope independently/semi independently in the classroom learning context
 - A decision to continue with the provision of supplementary teaching may result in the revision of the pupil's IPLP

Monitoring Progress:

SEN will be on the agenda for all staff meetings and may cover such issues as:

1. Implementation of early intervention programmes
2. Implementation of the school's screening and assessment programmes
3. Selection, continuing, reducing, and discontinuing support levels for individual pupils
4. Timetabling of pupils for supplementary teaching
5. Allocation of learning-support teachers' time across various teaching activities within literacy and numeracy.
6. Resources for additional support in-class and for supplementary teaching.

LS/RT will review progress of children and groups regularly and consult with class teacher with regard to:

1. Progress of pupils in receipt of supplementary teaching, with reference to the learning targets in their Individual Profiles and Learning Programmes.
2. Alignment of pupils' class and supplementary teaching programmes
3. Continuing/discontinuing/changing supplementary teaching.



Special Education Needs Policy

4. A revision of learning targets and activities in the child's IPLP where appropriate.

In addition monitoring of each pupil's progress in relation to the attainment of short-term objectives using the Weekly Planning and Progress Record will be ongoing with regular informal meetings with class teachers.

Liaising with Parents:

The teachers of Glynn N.S value the support and help of parents and recognize them as the primary educators of their children. Parents are informed of the SEN policy by way of the school website. There is regular contact with parents in the following ways:

1. A meeting of parents of children starting in infants is held each June.
2. The school has an open door policy with regard to parents and meetings with individual parents are often organized ta short notice to facilitate parents and their concerns.
3. Meetings with teachers or the school principal may be organized by arrangement through the school secretary.
4. Parents may make contact with the class teacher through the child's homework notebook. Likewise the teachers make use of the homework notebook for contact with parents.
5. An end of year written report is given to each parent.
6. In addition a parent/teacher meeting is held annually where parents are given a general progress report and the results of all recent tests.
7. Where a child is experiencing difficulties a parent may be spoken to informally in the first instance and perhaps later asked to a meeting. In addition to the class teacher, the principal and LS/RT may be present as necessary.
8. Parents will be given advice, support and help as applicable in helping their child.
9. Teachers likewise seek help and support from parents in the implementation of various programmes and interventions that may be deemed beneficial to the child.
10. Parents will be consulted should it be thought that the child may benefit from extra diagnostic testing within the school and permission will be sought for this.
11. Likewise parents will be consulted should it be deemed beneficial for the child to attend other professionals outside of school for more detailed assessments.
12. Parents of SEN children have regular IEP meetings

Links with outside agencies:

1. The LS/RT coordinates the referral of pupils to outside agencies in particular NEPS and HSE.
2. The Class teacher meets with the parents to discuss the need for the referral and seek consent and will discuss same with principal and LS
3. The class teacher completes the necessary referral form in consultation with the appropriate school personnel
4. The external professional visits the school to meet with the pupil, parents, principal, class teacher and LS/RT as appropriate and the assessment is conducted
5. Meetings such as case conferences may also be held out of school.
6. This may be followed by a return visit or the issuing of a report. Findings are discussed, recommendations are considered and an appropriate response is agreed between class teacher,



Special Education Needs Policy

parents & LS teacher.

Success Criteria

The implementation of this policy should result in the enhancement of pupil's learning in the following ways:

1. Improved standards of academic achievement with the pupil's individual learning programme
2. Enabling the discontinuation of the provision of Learning Support based on positive assessment results.
3. Enhanced parental involvement in supporting their child's learning needs
4. Increased opportunities for effective communications between school personnel in relation to pupil's progress



Special Education Needs Policy

Glossary of Terms

LS	Learning Support
RT	Resource Teacher
IT	Information Technology
SNA	Special Needs Assistant
BoM	Board of Management
DES	Department of Education & Skills
SEN	Special Education Needs
SENO	Special Education Needs Officer
NEPS	National Educational Psychological Services
IEP	Individual Education Programme
IPLP	Individual Profile & Learning Programme
NRIT	Non-Reading Intelligence Test
SSP	Student Support Plan



Special Education Needs Policy

Review of policy:

This policy was ratified by the BOM of Glynn N.S. in March 2012 and was reviewed in December 2014. The policy was again reviewed December 2015 & January 2016 – discussed at a staff meeting, by the Parents Association Committee and ratified by BOM on 25th January 2016. It is envisaged that this policy will be reviewed annually each December. The latest review was carried out between October 2016 & Summer 2017. It was reviewed and ratified by the Board of Management on 27th June 2017.

Special Education Needs is on the agenda at each staff meeting.

Signed

Rev. P. Stafford PP

Chairperson Board of Management

