

## **St Kilian's Junior School**

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Roll Number: 19556F  
Registered Charity Number: 20120054

Principal: *Kate Sweeney M.Ed.*  
Deputy Principal: *Noreen Coll B.Ed.*

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### **Support Teaching Policy Reviewed 2018**

#### **Information on the school and school population**

St. Kilian's Junior School is a catholic, co-educational, primary school situated in Tallaght and established in 1979 as a vertical school. With increasing pupil numbers it divided into Junior and Senior schools in 1986. The Board of Management has an inclusive policy in accordance with the Education Act 1998. The school caters for pupils from junior infants to second class.

#### **Staffing Provision**

The school currently has the following provisions to cater for children with Special Education Needs

- Principal
- Deputy Principal
- Class Teachers
- Support Teachers (catering for children with additional literacy and numeracy needs, EAL needs and complex special needs)
- Special Needs Assistants.

#### **Introductory Statement**

This policy document was formulated in December 2005 by teaching staff representatives, special needs assistants, parents and ratified by BOM. It was reviewed in 2010/11 and again in 2017/18. These reviews were led by the SEN team. In the 2017/18 review, SET held meetings with the Principal during which aspects and issues relating to this special needs policy were discussed and reviewed. Draft copies of the reviewed policy were presented to both the teaching staff and the special needs assistants for discussion, input and further review. Parental input was sought through a meeting with parents of children with additional educational needs and the reviewed policy was presented to the board of management for further discussion and final ratification.

#### **Vision Statement**

Our vision aspires to a caring, loving school, where all children, of whatever abilities, are given equal opportunity to reach their full potential, academically, spiritually, physically, socially and emotionally. We hope to achieve this within a climate of positive co-operation, supported by the entire school community, i.e. pupils, teachers, special needs assistants, support staff, parents, church, Board of Management and Parent's Association.

## **Rationale**

It is necessary to devise a policy on special needs in this school for the following reasons;

- We have children with special educational needs enrolled in the school.
- To comply with department legislation and circulars.
- To assist parents in making an informed decision in relation to the enrolment of their child in our school.
- To provide all children of whatever abilities, equal opportunities to reach their full potential, academically, spiritually, emotionally and socially.
- To identify good teaching practises existing within the school and to integrate our support programme into the general organisation of the school and its activities.

## **Aims of Special Education Policy**

- To ensure that every child is treated as a unique individual and reaches their own full potential.
- To ensure that every child accesses the full curriculum at their own level and shares this experience with their peers.
- To outline our whole school approach to teaching and learning in relation to pupils with special needs.
- To outline procedures and practices to be followed in relation to pupils with special needs.
- To establish communication structures for the involvement of parents of pupils with special needs.

## **Legislation**

In drawing up this special needs policy cognisance has been taken of the impact of the following legislation on our future practice:

- Education Act 1998
- Education Welfare Act 2000
- Equal Status Act 2000
- Education for Persons with Special Educational Needs Act 2004
- Disability Act 2005

## **Inclusion**

- St. Kilian's Junior School hopes to serve all the children in our community without prejudice.
- We provide a positive ethos and learning environment whereby all pupils, including those with special educational needs, feel welcome and experience a sense of community and belonging.
- An emphasis is placed on promoting pupils' participation and active engagement in their learning and in the life of the school.
- There is a commitment to developing pupils' academic, social, emotional and independent living skills.
- There is a focus on high aspirations and on improving outcomes for all pupils.
- Inclusion involves a team of people – the principal, deputy principal, teachers, SNAs, parents, pupils and other professionals working together to provide a learning environment which facilitates successful effective learning outcomes for all students including those with special needs.
- Inclusion enables the child with additional education needs to access the curriculum. This is achieved by differentiation where teachers adapt and modify curricular content and methodologies.

- Parental involvement is crucial and parents are invited to regular meetings and encouraged to play an active role in the education of their children.
- Employees are informed on a need to know basis with regard to the specific needs of these children.
- Methods through which the pupils can be assisted in integrating into the life of the school include:
  - Differentiation of curricular content and methodologies
  - SNA support
  - Daily collaboration between the SNA and the class teacher
  - In class support or team teaching
  - Additional small group or individual support classes
  - Circle Time or buddy systems
  - SPHE curriculum
  - Social groups
  - ICT
  - Access to relevant resources e.g. Special programmes and publications, etc.
  - Gifted children modules such as Scratch
  - Long term/short term supplementary support as resources allow
  - Use of sensory room

### **Strategies employed by teachers to include SEN pupils in learning**

- Group work
- Use of concrete materials
- Differentiated programmes of work
- Modification of presentation, questioning etc
- Positioning in the room.
- Use of a variety of teaching styles and methodologies including a multi-sensory approach to the teaching of reading.
- Use of co-operative games
- Buddy system in class
- Modelling
- Use of ICT to support learning
- Use of early-intervention multi-sensory approach to literacy
- Use of evidence based programmes such as paired reading and the school phonics programme Fonics Phirst
- Use by SET of evidence based programmes such as paired reading, Toe by Toe, SNIP and Jolly Phonics

## **Procedures for early identification/screening/referral of pupils for school support and school support plus**

Refer to: “Circular 0013/2017”

### Classroom Support/School Support

The BIAP is used at the end of Junior Infants.

In all other years standardised tests are used to screen pupils’ performance in literacy/numeracy.

Those pupils performing below the 10<sup>th</sup> percentile should be prioritised for support in literacy and numeracy.

Teacher observation is paramount. Collaboratively, classroom teacher and SET consider other pupils who may present with learning needs.

Pupils who were previously in receipt of supplementary teaching from a resource or learning support teacher and who continue to experience significant learning difficulties.

Pupils who are identified as having significant needs through a process of ongoing assessment and intervention as set out in the Continuum of Support Process (DES, 2010). This will be evidenced through school-based assessment of attainment, and behavioural, social and emotional functioning and ongoing monitoring of learning outcomes. Schools should also take into account needs set out in professional reports, where available.

Pupils with mild or transient educational needs including those associated with speech and language difficulties, social or emotional problems, or co-ordination or attention control difficulties. Pupils who have specific learning disabilities.

Pupils who have additional literacy or language learning needs including those pupils who need additional English Additional Language Support.

### School Support Plus

Pupils with significant Special Educational Needs. For example, pupils with significant learning, behavioural, emotional, physical and sensory needs. These pupils need additional teaching support because they require highly individualised and differentiated learning programmes that are tailored to their needs.

**The intensity of additional support that is provided for pupils with special educational needs should be based on their needs and should be provided differentially through the continuum of support process.**

## **Testing and Assessment within the school**

The following are Standardised Screening Tests used in this school at present.

- Senior Infants     *Middle Infant Screening Test* ( January)   *Micra T level 1* (May)
- First Class         *Sigma T level 1* (May)  
                              *Micra T level 1* (May)
- Second Class      *Sigma T level 2* (May)  
                              *Micra T level 2* (May)

Screening test results are recorded on Aladdin.

In addition some junior infants are screened using the *Belfield Infant Assessment Profile* (May).

For further Diagnostic Tests used in this school please see Appendix 1.

*Parental consent is requested on enrolment for any diagnostic testing or for informal inclusion in school support. Separate parental consent is sought for formal inclusion of children in school support.*

## **Exemption from Screening/ Special conditions**

Some pupils may be exempted from formal screening if class teacher judges they are unable to sit the test. These pupils might include

1. Pupils with moderate learning difficulty
2. Pupils with severe specific learning difficulty
3. Pupils with a physical difficulty
4. Newcomer pupils if language proficiency renders them unable to attempt the test
5. Or as agreed on an individual basis

Some pupils may need to sit the screening test in special conditions or be withdrawn to complete the tests with the learning support teacher.

## **Informing Parents of the results of standardised testing**

Parents are informed of Micra-T and Sigma-T test results at the end of first and second class. These scores can be discussed at parent/teacher meetings. They are also informed of the percentile and sten scores on school report cards. At the end of second class the school is obliged to inform the Department of Education of the results of the standardised screening tests.

## **Junior Infants**

### **Classroom Support**

If the class teacher notes that a child needs extra support in class he/she draws up a classroom support plan.

### **School Support**

In Junior Infants school support is organised through in-class support facilitated by a member of SET. In some cases a child, with signed parental consent, may be included in a social group or for extra help where the need arises. Teacher observation and teacher designed tasks form a continuous part of assessment in all our classes but are especially useful in junior infants. In the May/June of junior infants, class teachers test all children on the 26 alphabet sounds, a selection of dolch words and class reader sight vocabulary checklist. In addition certain children are selected by the class teacher for the BIAP which is administered partly by class teacher and partly by SET. Children who receive concerning scores on the BIAP may be referred for school support. Class teachers complete the classroom support sheet and the support checklist and add to child's documents on Aladdin. They then meet with a member of SET and select children for school support. Class teachers then meet with parents to discuss the recommendation for further school support. As this may be the first identification of a child's needs, teachers need to approach the issue with sensitivity. At the meeting the child's strengths and needs are discussed. Parents receive practical advice outlining strategies to assist their child. Signed parental consent for school support will be sought in September of senior infants.

## **Senior Infants**

### **Classroom Support**

If the class teacher notes that a child needs extra support in class he/she draws up a classroom support plan.

### **School Support**

Children have been selected for School Support since June of Junior Infants. Signed parental consent is now sought. At the beginning of senior infants informal testing takes place. This is carried out by the support teacher. Each child selected for school support is individually tested as follows:

1. Read the sounds of the alphabet.
2. Write the sounds of the alphabet.
3. Read a selection of cvc words.
4. Write a selection of cvc words.
5. A sample of free writing.
6. Read first twelve dolch words.

The support teacher may administer formal diagnostic tests such as the Early Literacy Profile, the Gilham Early Literacy Test, the LARR, the Jackson Phonics or the Renfrew Language test if needs be.

School support in senior infants is a mixture of in class and small group work in one of the special education resource classrooms.

Further assessment takes place in November before the parent/teacher meetings and in January as part of the school support plan/IPLP review.

In January a review of all pupils attending for school support takes place. The support teacher and class teachers meet and following an analysis of test results and teacher observation, pupils may finish, continue or commence school support. In January of senior infants the MIST is administered by SET to all children. Scores are recorded on Aladdin by class teachers. Children who score below the critical point on three of the five subtests are referred for further diagnostic testing or school support.

In May of senior infants, the class teacher administers the Micra T standardised test/s within her/his class group but not in her/his own class. S/he will correct and list the results of the children on whom s/he administered the tests and return to their class teacher. This is done in order to maintain objectivity. A separate testing environment is set up by the support teacher to cater for pupils who require additional support. A copy of the results of standardised tests should be given to the SET team and Principal before the last school day in May. The class teacher also uploads the results on Aladdin.

Senior Infant teachers also administer and correct teacher designed literacy tests based on the Fonics Phirst programme, the dolch list and class reader wordlists. These tests include written dictation and free writing. Teacher designed maths tests are also administered.

Support teachers also assess pupils who have been attending school support. These tests include:

1. Read and write the sounds of the alphabet.
2. Read and write a selection of cvc words.
3. Read and write a selection of sh, ch, th, wh words.
3. Read and write a selection of cvcc, and ccvc words.
4. Complete dictation based on the above.
5. A sample of free writing.
6. Read the first fifty dolch words.

Class teachers complete the classroom support sheet and the support checklist. They then meet with a member of SET and select children to finish, continue or commence formal school support. Class teachers then meet with parents to discuss the recommendation for school support.

## **First and Second Classes**

### **Classroom Support**

If the class teacher notes that a child needs extra support in class he/she draws up a classroom support plan.

### **School Support**

First Class: Children have been selected for School Support since June of Senior Infants.  
Second Class: Children have been selected for School Support since June of First Class.

Signed parental consent for school support is sought. At the beginning of both first and second classes, informal literacy screening takes place. This is carried out by the support teacher. Each child selected for school support is individually tested as follows:

1. Read and write a selection of cvc words.
2. Read and write a selection of sh, ch, th, wh words.
3. Read and write a selection of cvcc, cevc ( ccvcc, split sound) words.
4. Complete dictation based on the above.
5. A sample of free writing.
6. Read the first fifty/hundred dolch words.

The support teacher may administer formal diagnostic tests such as the Reading Analysis, Neales, WRAT, Jackson Phonics, NRIT, DST, test if needs be.

School support in first and second can be a mixture of in class and small group work in one of the special education resource classrooms.

Informal assessments take place in November before the parent/teacher meetings and in January as part of the school support plan/IPLP review.

In January a review of all pupils attending for school support takes place. The support teacher and class teachers meet and following an analysis of test results and teacher observation, pupils may finish, continue or commence school support including further diagnostic tests.

In May of both first and second class, the class teacher administers the Micra T and Sigma T standardised test/s within her/his class group but not in her/his own class. S/he will correct and list the results of the children on whom s/he administered the tests and return to their class teacher. This is done in order to maintain objectivity. A separate testing environment is set up by the support teacher to cater for pupils who require additional support. All results of standardised tests should be given to the SET team and Principal before the last school day in May. They are also recorded on Aladdin.

First and Second class teachers also administer and correct teacher designed literacy tests based on the Fonics Phirst programme, the dolch list and class reader wordlists. These tests include written dictation and free writing. Throughout the year class teachers administer maths assessment from the published Maths Programme followed in class.

Support teachers also assess pupils who have been attending school support. These tests include:

1. Read and write a selection of cvc words.
3. Read and write a selection of sh, ch, th, wh words.
3. Read and write a selection of cvcc, cevc and ccvcc words.
4. Complete dictation based on the above.
5. A sample of free writing.
6. Read the first fifty/hundred dolch words.

Or



Teacher designed maths tests  
Diagnostic Maths tests

Classroom teachers complete the classroom support sheet and the support checklist for pupils new to school support. They then meet with a member of SET and select children to finish, continue or commence formal school support. Class teachers then meet with parents to discuss the recommendation for further school support.

### **School Support Plus**

### **Assessment by outside Agencies**

### **Enrolment of Children with Identified Special Educational Needs and Assessment**

*(Refer also to school Enrolment Policy)*

- When a child is presented for enrolment, parents/guardians are requested to indicate if their child has an assessed educational need on the school's registration form. If parents indicate that their child has a need the Principal requests a copy of the child's professional reports. The purpose of these reports is to assist the school in establishing the educational needs of the child relevant to his/her disability or special needs and to profile the support required.
- When parents apply to enrol children they are asked to indicate if they have concerns about their child's wellbeing or have sought help from outside agencies or professionals to date. If they have concerns they are encouraged to follow them through with the appropriate professionals and to submit relevant reports or assessments when completed.
- When professional reports have been submitted, the principal considers the allocation of appropriate resources which may be resource teaching hours, special needs assistant, assistive technology, transport, or structural adaptations to the school building.
- The Principal, in consultation with SEN staff, and BOM will decide whether St Kilian's can meet the educational needs of this child.
- The Special Education Team meet to decide caseloads and timetables.
- A smooth transition into the school for both the pupil and school may involve some of the following steps;
  - Parental visits to school
  - Pupil visits to school
  - Observe pupil at playschool.
  - Staff visits to special units or special school
  - Liaison with SENO for additional resources, personnel, training.
- If there are health and safety issues arising from the child's mobility and care needs, strategies will be put in place to address these issues.
- SEN pupils often require special attention throughout the school day, but particularly at the beginning and end of each day and at transition times e.g. going to and from the yard, P.E. The allocation of an SNA provides valuable support in this area.
- In May/June prior to the child's entry to school a general introductory meeting for all parents is held. Parents of children with SEN are invited to arrange follow up meetings with the principal and with the class teacher if possible.

- Early in the school year parents of children with an assessed SEN meet with the class teacher, a member of the SEN team and the Special Needs Assistant, where appropriate, to share expertise and knowledge and to devise an educational plan for the child based on professional assessment recommendations and best practice.

### **Procedures for children already enrolled who may need assessment**

- At any point during the year the class teacher may have concerns.
- These concerns should be discussed with parents, a member of SET and finally the principal.
- The class teacher should draw up a classroom support plan and fill in appropriate forms for onward referral.
- If the child receives school support, recommendations for outside assessment should be noted on the plan.
- In June and again in September and January the special education team meet with the principal to discuss and organise education provision for children, to allocate or group children for school support, school support plus, to devise the school special education timetable, to discuss children who may need further assessment such as speech and language therapy, assessment of need, occupational therapy assessment, referral to Lucena Clinic etc. and to prioritise children for NEPS assessment.

Should the teacher recommend onward referral to any parent, the School Report for Onward Referral must be completed and given to the parent. This ensures that school observations and concerns about the child are imparted correctly to the relevant professional/s.

### **Liaising with Outside Agents**

-Outside Services:

Speech & Language Therapy  
Millbrook Health Centre,  
Tallaght, D. 24 Tel: 4520666

Early Intervention Team/School Age Team  
Chamber House,  
Tallaght D. 24 Tel: 4686200

Lucena Clinic (GP Referral)  
Belgard Square North,  
Tallaght, D. 24 Tel: 4526333  
(G.P. Referral)

Mary Mercer Health Centre  
Fortunestown Road,  
Tallaght, D. 24. Tel: 4585703

Duty Social Worker – Dublin South West  
Child & Family Agency – Tusla  
St. Mary's, Craddockstown Road,  
Naas, Co. Kildare.  
Tel : 045-882400

School Health Service  
(Hearing & Vision)  
Old County Road Health Centre,  
Crumlin,  
Dub. 12. Tel: 4154700

NEPS  
50 Tower Street,  
Clondalkin, Dublin22 Tel: 0761 108430

Concerns relating to vision, hearing, speech, academic progress and behaviour are generally brought to the parents' attention by the class teacher. HSE screening takes place in infants.

-Issues relating to the care and welfare of children are generally reported to the Principal who makes initial contact with social services.

*If parents will not agree to support teaching they are requested to sign a form to state that their child has been offered additional support but they do not agree to it. Also if parents do not agree that a child should proceed to onward referral for example Assessment of Need, Lucena, etc they are requested to sign a form confirming this.*

### **Teacher Guidelines Following Professional Assessment**

Following a child's assessment his/her report is filed in a designated filing cabinet in the office. A copy is given to the class teacher and the relevant support teacher. All reports are treated as confidential documents and kept in locked filing cabinets. If the child has an SNA, that SNA has access to the teacher's copy.

Recommended best practice suggests that teachers should

- Read the report promptly.
- Incorporate recommendations in school plans.
- Refer back to recommendations during the school year.

### **Provision for Children with Assessed Educational Needs**

- Children with complex needs are given school support plus in school.
- An Individual Education Programme or School Support Plus Plan is devised. This plan is informed by the conclusions and recommendations outlined in professional reports pertaining to that child and by best practice as indicated by NEPS, PDST, DES and other official publications such as STRANDS. The plan is developed through collaboration between the class teacher, parents, resource teacher, special needs assistant and other relevant professionals.
- A Pupil Personal Plan for children with SEN needs/SNA support is attached to their School Support Plus/IEP.

## Planning the allocation of special education teaching 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.** In addition to literacy and numeracy difficulties, many pupils will have specific needs in such areas as oral language, social interaction, behaviour, emotional development and application to learning. A school provision planning template is provided in Appendix 5 for planning and documenting provision for pupils with special educational needs at whole-school level.

<b>Planning Template to Guide the Allocation of Additional Teaching Supports for Pupils with Special Educational Needs</b>	
<b>Action 1: Identification of pupils with special educational needs</b>	<p>Review existing information on pupils' needs, using school-based data, and any information from parents and external professionals.</p> <p>Engage in additional screening and data gathering as required, using informal and formal assessment approaches (for example, teacher observations, information on social and emotional competence, standardised tests, diagnostic tests).</p> <p>Identify <b>all</b> pupils with special educational needs in the school. Match their needs to the appropriate level on the Continuum of Support.</p>
<b>Action 2: Setting targets</b>	<p>Based on individual needs, set clear learning targets for each pupil at each level of the Continuum of Support.</p>
<b>Action 3: Planning teaching methods and approaches</b>	<p>Identify the level and type of intervention required to meet targets for each pupil on the Continuum of Support.</p> <p>Consider methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, team-teaching and small group teaching.</p> <p>Be mindful that the interventions and supports used are evidence-informed.</p>
<b>Action 4: Organising early-intervention and prevention programmes</b>	<p>Based on identified needs, choose evidence-informed early-intervention/prevention programmes to address concerns. Identify time needed and staffing commitment required.</p>
<b>Action 5: Organising and deploying special education teaching resources</b>	<p>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.</p> <p>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.</p>

**Action 6:  
Tracking,  
recording and  
reviewing  
progress**

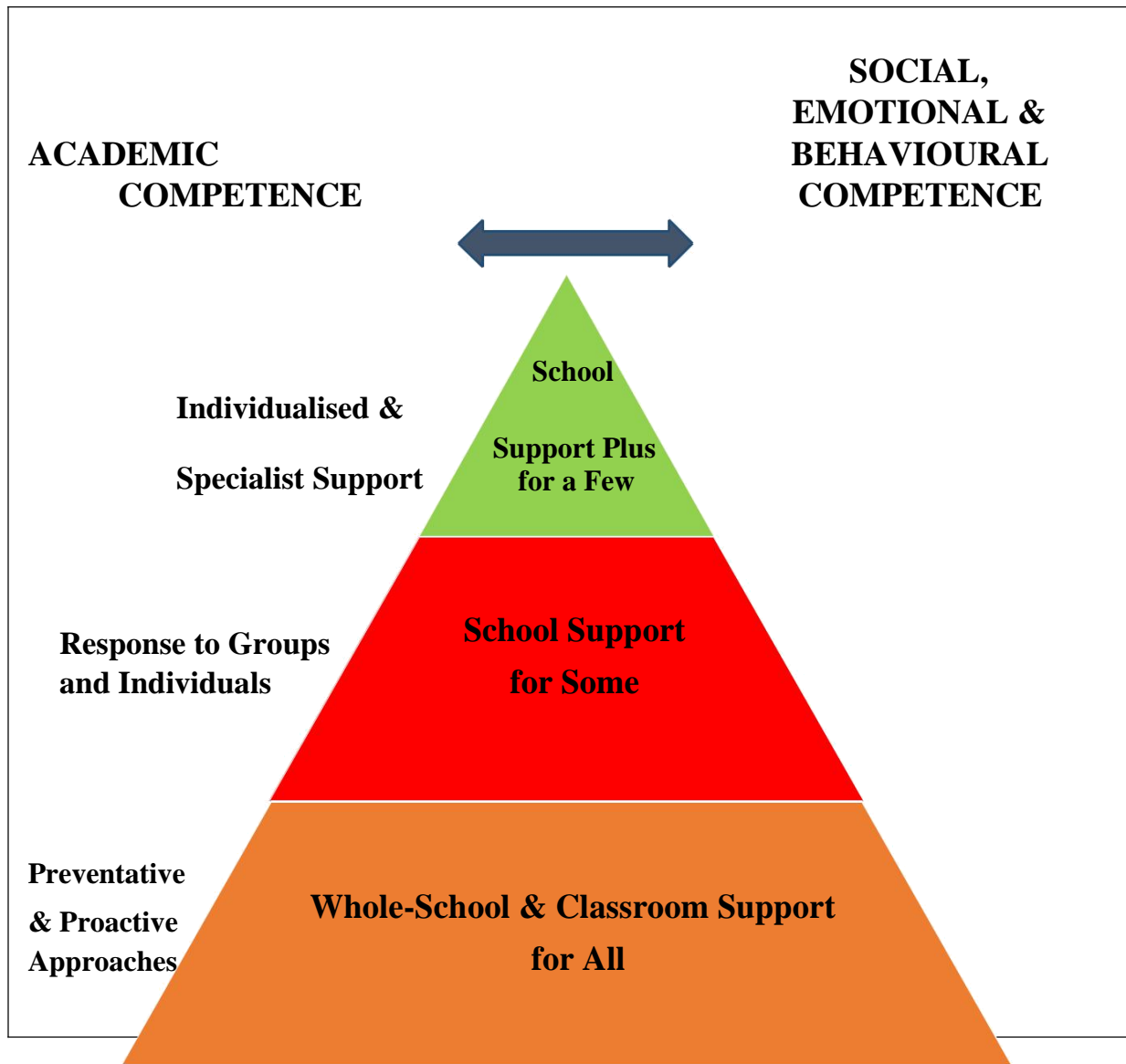
Establish a tracking and recording system, to ensure that the progress of all pupils in meeting their identified targets is monitored:

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

**Stages of Support available to Pupils within the School**

**The Continuum of Support suggests the following levels of support:**



**A Continuum of Support**

**Table 1: Identification of Educational Needs through the Continuum of Support Process**

<p><b>Classroom Support</b></p>	<p>The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class.</p> <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:          Parental consultation          Teacher observation records          Teacher-designed measures/assessments          Basic needs checklist*          Learning environment checklist*          Pupil consultation - My Thoughts About School Checklist          Literacy and numeracy tests          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><b>School Support</b></p>	<p>At this level a Support Plan is devised and informed by:</p> <p>Teacher observation records          Teacher-designed measures / assessments          Parent and pupil interviews          Learning environment checklist          Diagnostic assessments in literacy/numeracy          Formal observation of behaviour including ABC charts, frequency measures          Functional assessment as appropriate, including screening measure for social, emotional and behavioural difficulties</p> <p>A support plan at this level may detail suitable teaching approaches including team-teaching, small group or individual tuition</p> <p>A School Support Plan operates for an agreed period of time and is subject to review.</p>
<p><b>School Support Plus</b></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> <p>Teacher observation and teacher-designed measures          Parent and pupil interviews          Functional assessment</p>

	<p>Results of standardised testing such as measures of cognitive ability; social, emotional and behavioural functioning; adaptive functioning etc.</p> <p>Data generated from this process are then used to plan an appropriate intervention and can serve as a baseline against which to map progress.</p> <p>A support plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation.</p>
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\*These checklists are available in the *Continuum of Support Guidelines for Teachers*

### **Educational planning**

Provision for pupils with special educational needs is enhanced through clear identification processes and careful planning of interventions to address academic and/or personal and social development needs. Identification of needs, planning, target-setting and monitoring of outcomes are essential elements of an integrated and collaborative problem-solving process. The process involves the class teacher, special education teachers, parents, the pupil and relevant professionals. Interventions should draw on evidence-informed practice and the professional knowledge and experience of teachers. These interventions should reflect the priority learning needs of pupils, as well as building on their strengths and interests. Support plans should set out the agreed targets, the resources required, the strategies for implementation and a time-frame for review.

### **Student Support File**

A Student Support File is used to plan interventions and to track a pupil's pathway through the Continuum of Support. It facilitates teachers in documenting progress and needs over time and assists them in providing an appropriate level of support to pupils, in line with their level of need. Following a period of intervention and review of progress, a decision is made as to the appropriate level of support required by the pupil. This may result in a decision to discontinue support, to continue the same level of support, or move to a higher or lower level of support.

### **Stage One: Classroom Support**

This support consists of differentiation and special accommodations within the classroom for children needing extra support developing literacy and numeracy skills, behaviour management supports for children with social and emotional needs, help for children with language and communication needs, and supplementary care and support with sensory needs.

Class teacher will try to deal with any problems a child is having within the class. If problems persist the class teacher initiates a meeting with parents / guardians

- To voice concerns
- Listen
- Outline a course of action within a time frame for parents e.g. hearing / eye test etc.



- To outline the support to be given within the class and at home.

The child's strengths and needs are noted on the classroom support plan as are educational targets and strategies. The Classroom Support Plan is attached by class teacher to child's documents on Aladdin. At the end of the agreed time frame the teacher may need to review and discuss the case with support teachers.

### **Stage Two: School Support**

Class teacher meets support teacher to assess the child's strengths and needs and a School Support Plan/IPLP is drawn up by the support teacher in consultation with the class teacher and parents. It outlines specific learning targets/outcomes and strategies to be used by the class teacher, support teacher and parents. This will involve additional help from the support teacher both in the classroom and/or through inclusion in smaller groups outside the classroom. The School Support Plan is recorded on Aladdin and is reviewed in January and June of each year. Where progress is such that the child is no longer giving cause for concern, s/he will discontinue school support. If significant concerns remain the child may need to continue with School Support or the school may wish to consult the parents regarding moving to stage three.

### **Consulting with Parents**

In June of each school year the class teacher, together with SET, draws up a list of children that need school support. This list is based on classroom support stage one, test results, teacher observation and opinion. Each referral for school support is discussed with parents. Strategies to help at home are discussed and all school support is reviewed in January.

### **Stage Three: School Support Plus**

Following consultation between class teacher, support teacher and school principal and with parental permission the school may request an assessment from a specialist outside the school. In the case of pupils with emotional or behavioural difficulties, with parents' permission, their cases can be discussed with the relevant NEPS psychologist or the case could be referred to the clinical services of the HSE or to Lucena (through their G.P.). Children with language and communication needs may need to be referred to Speech and Language therapy through Millbrook Lawns. Other children may suit referral to the HSE Assessment of Need.

Children needing referral to NEPS for educational assessment are prioritised by level of progress made after interventions at school support level, standardised screening results, diagnostic tests such as the NRIT and the DEST. The Principal will make the final decision with regard to referral and she will liaise with the specialist. She will be responsible for paperwork involved and will co-ordinate necessary documentation with the cooperation of parties involved. The principal will decide where the appropriate testing environment will be and will oversee practical arrangements of same. In the event of limited availability through NEPS, a list will be drawn up and prioritized by SET team, class teachers and Principal. Private assessments will be given equal attention and dealt with fairly and with accuracy.

Upon receipt of assessment reports a School Support Plus/ IEP is drawn up.

### **Discontinuation of School Support/Supplementary Teaching**

At the end of each instructional term the progress of each pupil in receipt of school support is reviewed. Attendance at support classes is discontinued where the learning outcomes in the school support plan have been met and percentiles in standardised screening tests have improved. Pupils may avail of short or long term support. The classroom teacher informs the parents of discontinuation due to good progress.

### **Drafting and Implementing an Education Support Plan**

The purpose of an Educational plan is to optimise each pupil's learning opportunities and to clarify the role of all those involved.

Classroom Support Plans are drawn up by the class teachers. School Support plans are drawn up by the SEN teacher in consultation with class teacher and parents. It identifies the child's strengths and needs, proposed learning outcomes, strategies and interventions. The review process is on-going. School Support Plus is also drawn up by the SEN teacher in consultation with class teacher, SNA and parents. Every effort is made to include pupils in the process but as a junior school this may not always be appropriate. Information will include learning strengths and needs based on teacher observation, parental observation and SNA observation and will be informed by recommendations as outlined by outside agency professional reports, teacher input, pupil input (where appropriate) etc. The plan will list desired learning outcomes, roles and responsibilities and strategies to be used to attain these outcomes. The School Support Plus is signed by all involved including parents. Refer to template attached to this policy. The plan will be termly and progress will be reviewed at the end of each term. Referral for specialist review will be as necessary or as stated on report.

If the School Support Plus identifies resources not normally in mainstream setting the Principal will notify SENO. She will also remain responsible for ongoing consultation with NEPS etc. A copy of the School Support Plus should be given to the parents on request. All IPLP/School Support and IEP/School Support Plus are available to class teachers, support teachers on Aladdin. Any hard copies are strictly confidential and should be stored in classroom filing cabinet.

### **Monitoring and recording progress**

All teachers, both class and support, maintain formal and informal planning and progress records pertaining to the pupils in their class. These plans may be weekly as in the case of support teachers, fortnightly with class teachers. Monthly reports on work completed are kept by all.

### **Deployment of Staff**

The Principal will ensure the most effective deployment of staff in SEN. The role of the SNAs in supporting pupils with special needs will be determined by professional reports, the SNA, the parents and the class teacher with whom they are working.

## **Roles and Responsibilities**

The provision of support for children with SEN is a collaborative responsibility shared by parents and members of staff. In attempting to adhere to this policy the B.O.M., Principal and staff will take all reasonable steps within the limits of the resources available to fulfil the requirements outlined in this policy.

## **Board of Management**

The B.O.M will endeavour to ensure adequate classroom accommodation and teaching resources are provided for pupils with SEN and that provision is an integral part of the school development plan.

## **The Principal**

The principal has overall responsibility for SEN

She will:

- Develop an inclusive whole school policy and monitor its implementation.
- Work with teachers, parents and external agencies to acquire suitable support for pupils with SEN.
- Ensure the Continuum of Support is in place.
- Assign staff to teaching roles.
- Ensure effective systems are implemented to identify pupil needs.
- Facilitate the continuing professional development of teachers in relation to pupils with special needs and that all staff are clear regarding roles and responsibilities in this area.
- Retain a file in relation to NEPS consent, Assessment of Need referrals, other assessments and ongoing communications.
- Retain records of all pupils in receipt of SEN.
- Inform the B.O.M. of the school's SEN provision – funding, equipment and personnel.
- Liaise with the S.E.N.O. with regard to supports.
- Encourage staff to further their professional development.

## **The Class Teacher**

Section 22 (1) of the Education Act 1998 states the primacy of the teacher in the education and personal development of pupils in schools. The classroom teacher is responsible for educating all pupils in his/her class, including any pupil with a special educational need. The class teacher has primary responsibility for the progress and care of all pupils in his/her classroom, including pupils with special educational needs.

It is the responsibility of the classroom teacher to ensure that each pupil is taught in a stimulating and supportive classroom environment where all pupils feel equal and valued.

In line with Continuum of Support Guidelines, the class teacher may gather information through formal and informal means, with a view to informing interventions. The classroom teacher also has a central role in identifying and responding to pupils with additional needs including differentiating the curriculum as appropriate. These responses will be informed and assisted by collaboration with colleagues, parents/guardians and others such as the school's NEPS psychologist and the local Special Educational Needs Organiser.

The classroom teacher will also make specific accommodations for a pupil within the class as a result of concerns about a pupil's progress, application, communication, behaviour or interaction with peers and the development of a programme of differentiated instruction for that pupil. He/she will draft a classroom support plan and initiate the school support process. He/she provides classroom supports and implements programmes agreed in School Support and School Support Plus. The classroom teacher may adjust class activities in line with recommendations from professionals.

**'The class teacher has primary responsibility for the progress of all pupils in his/her class, including those selected for supplementary teaching.'** LSG p.42

### **Effective teaching and learning**

Effective teaching and learning is critically important for all pupils, and especially for those with special 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. They may need to adapt 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 should 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, heterogeneous group work, differentiation, interventions to promote social and emotional competence, embedding Information and Communications Technology (ICT) in teaching, learning and assessment.

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, varying the 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.

### **The SEN Teacher**

Many children require additional teaching support. In such circumstances, the classroom teacher will be supported by Special Educational Needs Teachers, who will work closely with the class teacher to provide additional teaching support for children with special educational needs.

The classroom teacher, in consultation with the Special Education Teacher as required, will consider ways in which the curriculum can be differentiated or adapted to suit the needs of individual pupils. This may also involve identifying the most appropriate teaching strategies and programmes to meet the child's needs, and deciding which additional teaching supports are required. Parents should normally be consulted as part of this process.

### **Effective teaching and learning**

Special education teachers should be familiar with a wide range of teaching approaches, evidence-based 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, a pupil with special educational needs may be supported at classroom level, or through mainstream classroom placement with additional teaching delivered through in-class or withdrawal support models.

**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 and recommendations when necessary.**

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.

- Research children's specific difficulties and become familiar with effective strategies and best practice.
- Develop and review a school support IPLP or support plus IEP in collaboration with classroom teachers and parents.
- Maintain weekly lesson plans for those in need of support.
- Implement recommendations from outside agencies where possible.
- Monitor and record pupil progress in Assessment folder.
- Liaise with outside agencies pertinent to children in their care.
- Liaise regularly with class teacher and parents.

### **Type of Teaching provided**

Additional Teaching support can be provided in a variety of ways. The special education teacher might work in the classroom with the class teacher or withdraw pupils in small groups and/or individually for a period of time (depending upon the nature of pupils needs) for intensive teaching of key skills.

**The range of teaching supports should include team-teaching, small group teaching and, where necessary, individualised teaching to address specific learning needs.**

Individualised learning needs can be addressed in a variety of ways and should not be solely equated with withdrawal from class for one-to-one or group tuition. Configurations of team-teaching have been shown to provide an appropriate model for engaging with individual needs in the collective setting of the classroom. As necessary, this can be combined with withdrawal for intensive teaching of specific skills, based on level of need.

The provision of support for small groups of pupils, or use of in class support teaching for a number of pupils, as opposed to primarily one to one teaching, also means that qualifying pupils will often be able to receive more support than they otherwise would have done.

### **Special Needs Co-ordinator**

- Formulate and review SEN policy and oversee its implementation.
- Assist in development of effective strategies and best practice for use by SET.
- Assist with School Support and School Support Plus planning templates.
- Acquire and store appropriate diagnostic tests.
- Assist in keeping SEN as well-resourced as school budget allows.
- Organise whole school screening.
- Collaborate with SET team regularly.
- Assist the principal in co-ordinating assessments.

## **Parents as Partners in Education**

- Parents are encouraged to play an active role in the education of their children. They are their child's primary educators.
- There are regular parent/teacher meetings with parents of children who need extra support.
- They are consulted in the preparation and review of support plans.
- Parents are alerted to strategies that may help their child's education.

## **Collaboration and Communication**

### **Informal**

Class teachers and SNAs meet regularly to discuss proposed learning outcomes and effective strategies.

The SEN teachers and class teachers meet regularly to discuss pupil progress.

### **Formal**

When School Support and School Support Plus plans are being formulated and reviewed class teachers will formally meet SEN teachers. The Principal may arrange cover for class teacher, if necessary. Meetings will also take place with both teachers and parents. If the child has an SNA, s/he will also attend these meetings.

Parents are also invited to make an appointment whenever they wish to meet with teachers. They will be formally invited to a Parent-Teacher meeting every November.

SET will also meet parents and teachers as needs arise throughout the course of the year.

The Principal will meet SET formally at the beginning of the school year and informally throughout the year as required.

## **Resources /Best Practice/Strategies**

For list of resources/strategies used in St Kilian's see Appendix 2 and 3

### **Sensory Room:**

A sensory room is a special room designed to develop a person's sense, through special lighting, music, and objects. It can be used as a therapy for children with limited communication skills. Our sensory room is a therapeutic space specifically designed to promote self-organization, regulate children who experience sensory overload and regulate proprioceptive issues.

The use of the room can:

- (a) Help to create a safe space.
- (b) Facilitate the therapeutic alliance.
- (c) Provide opportunities for engagement in prevention and crisis de-escalation strategies, as well as a host of other therapeutic exchanges.
- (d) Promote self-care/self-nurturance, resilience & recovery

Multi-sensory equipment is a vital and effective part in the treatment of sensory and proprioceptive disorders with children. Children with ASD and those who have diagnosed sensory impairment visit the sensory room on a regular basis. Other children who need a safe space also visit as the need arises. Children always attend with an adult, who directs the activities there ensuring that the equipment is used correctly. An external camera allows those outside to monitor activities and ensures that the session is not interrupted.

### **Transfer to Another School**

- Written permission for the transfer of information is sought from parents at admission.

### **Record Keeping**

- The principal and SET have a file containing all the relevant documentation regarding a pupil with special needs. Files are secured in a filing cabinet.
- As the child proceeds through the school each teacher receives relevant reports, test results and assessments, all to be kept in filing cabinet.
- School Support/IPLPs and School Support Plus/IEPs are kept by the relevant SEN teacher and since 2014 are on Aladdin Schools.
- Professionals working with the child concerned such as psychologists, SENOs, Health workers have access to these files only with written parental consent.
- One copy of the child's specialist report/s is kept by the Principal until the child is 21 years of age. One copy of the child's school support, school support plus is/are kept by the relevant support teacher until the child is 21 years of age.
- School Support and School Support Plus are on Aladdin since 2015.
- Classroom support files are on Aladdin since June 2017.

### **Other Related Policies**

- Enrolment Policy
- SNA Policy
- Child Protection Policy
- Code of Behaviour Policy
- Equality of Access policy
- Curriculum Policy; differentiation of content and methodologies.

### **Success Criteria**

- Progress of pupils with special needs in our school (assessments)
- Feedback from parents of pupils with special needs
- Feedback from teaching staff, special needs assistant
- Feedback from NEPS and D.E.S. Inspectorate
- Recent Whole School Evaluation Report. See [www.education.ie](http://www.education.ie)

**Review** Policy was updated in September 2011, May 2017, October 2017, and in January 2018.

This policy is open to review as required

Signed: 

Date: 30<sup>th</sup> January 2018

Chairperson - Board of Management



## Appendix 1

### Screening Tests

Micra T Group Reading Test 1 and 2  
Sigma T Group Maths Test 1 and 2  
Drumcondra Test of Early Literacy Screening DTEL-S Senior Infants  
Drumcondra Test of Early Numeracy Screening DTEN-S Senior Infants

### Diagnostic Tests

BIAP Belfield Infant Assessment Profile Infants  
Assessing the Early Learner Checklist CICE Rathmines Infants  
Literacy Checklist  
Drumcondra Test of Early Literacy Diagnostic DTEL-D Senior Infants  
LARR Test of Emergent literacy Infants  
Gillham Early Literacy Test Infants  
MIST Middle Infant Screening Test Senior Infants  
Jackson Phonics Infants to 2<sup>nd</sup>  
First School Years Phonics Profile  
NEPS First Hundred Words Checklist  
WRAPS Word Recognition and Phonic Skills 5.0 to 8.0  
Running Records 1<sup>st</sup> and 2<sup>nd</sup>  
Miscue Analysis Senior Infants to 2<sup>nd</sup>  
Rain Sentence Reading Test  
NRIT Non-Reading Intelligence Test Level 1 and 2 First and Second  
NARA 11 Neale Analysis of Reading Ability 1<sup>st</sup>, 2<sup>nd</sup>  
Diagnostic Reading Analysis 6.6 to 16.5  
Young Group Reading Test 6.5 to 12.10  
Quest Reading Screening Tests 1 to 10 and Quest Diagnostic Reading Test Key stage 1 and 2  
Marino Word Reading Test  
Schonell Graded Spelling Test  
The Drumcondra Spelling Test levels 1 and 2 1<sup>st</sup> 2<sup>nd</sup>  
Spar Spelling and Reading Tests D Young 7.0 to 12.11  
WRAT 4 Wide Ranging Achievement Test 2<sup>nd</sup>  
DEST Dyslexia Early Screening Test 4.6 to 6.5  
DST The dyslexia Screening Test 6.5 to 16.5  
Drumcondra Test of Early Numeracy Diagnostic DTEN-D Senior Infants  
Gillham Basic Number Diagnostic Test 5.0 to 7.0  
Bust at maths Term assessments Senior Infants to 2<sup>nd</sup> class  
Westwood Maths Checklist 2 Senior Infants to First  
One Minute Basic Number Fact Tests Special Ed Department St Patricks  
Quest Number Screening Tests and Diagnostic Maths Test Key stage 1 and 2  
The Leicester Number Test Senior Infants to Second  
Maths Matters Assessment First and Second Classes  
NEPS Behaviour Checklist  
LDA Speech and Language Screening 4.0 to 5.0  
LDA Speech and Language Screening 6.0 to 10.0  
Picture Language Scale 5.0 to 7.0  
The Renfrew Language Scales Action picture Test 3.6 to 8.5  
The Renfrew Language Scales Word Finding Vocabulary Test 3.6 to 8.5  
The Renfrew Language Scales A Test of Narrative Speech 3.9 to 8.5

## Appendix 2

### Resources and Methodologies

#### Literacy and Numeracy

Library of age appropriate fiction and non-fiction books for paired reading

PM readers up to level 16

Fuzzbuzz yellow and red levels

New Way Easy Start white, pink, red and green levels

Ginn All Aboard Stages 1 to 6

Ginn Zoom Readers Sets A to F

Sails Literacy Series

Building Bridges

Selection of Reading Comprehension workbooks

Fonics Phirst Programme

White boards and blackboards

Toe by Toe x 2

Jolly Phonics Games CD

Magnetic letters

Selection of phonics games

Phonics blend boards

PAT Learn to Read with Nursery Rhymes

PAT Introductory Level

PAT levels 1 and 2

Alpha to Omega

Wordshark

SNIP

Selection of Dolch word bingo games

Frank Schaffer Sight Word Bingo

Paired Reading

Building Bridges Programme (Reading Comprehension)

Use of positive declarations

Maths manipulatives

Diennes and transition boards

Wooden number lines

Wooden pegboard hundred squares

Attribute blocks

Pegs and pegboards

Individual clocks

Clock stamper

Numicon

Numbershark

#### Motor Skills Resources

Theraputty

Selection of gross and fine motor skills activity books

Art supplies

Playdough

Bead threading

Plasticine

Scissors and magazines

Tracing paper  
Selection of jigsaws  
Colouring books  
Construction toys; Lego, knex, duplo, sticklebrick, meccano, etc  
PE equipment

### **Appendix 3**

#### Resources and Methodologies

##### Language and Social Skills

Aistear

Chatterbox

LSA Language Cards

Time to Talk Alison Schroeder

Topologika Speaking for Myself

Language Lessons in the Classroom by Susan Diamond, MA., CCC Speech and Language Specialist

Speaking, Listening & Understanding Games for young children – A Speechmark Classroom Resource  
Outside the Box by Catherine Delamin and Jill Spring

Basic Concept & Vocabulary Round Up Fun Reproducible Pictures & Auditory Bombardment Lists for  
Language Development by Beverly Foster

Headbanz for Kids\_ Speaking Game for 2-6 players aged 7+

Storyboards Language Game\_by Felicity Durham

Developing Baseline Communication Skills– A Speechmark Classroom Resource Outside the Box by  
Catherine Delamin and Jill Spring

Understanding and Using Spoken Language Games for 7-9 Year Olds– A Speechmark Classroom  
Resource Outside the Box by Catherine Delamin and Jill Spring

Following Directions Grade Level 1 and 2 Varied Activities to Develop an Essential Skill by Remedial  
Publications

Auditory Processing Activities-\_Material for Clinicians and teachers by JoAnn H. Jeffries and Roger D.  
Jeffries , Education Communication Language (ECL) Publications. (2books)

Following Auditory Directions\_by Jean Gilliam DeGaetano

Look who's Listening board game

Listening Comprehension (Lower) Activities to improve listening skills for 1<sup>st</sup> and 2<sup>nd</sup>\_by Graeme Beals  
Prim-Ed (2 Copies)

Listening Comprehension (Lower) Activities to improve listening skills\_by Graeme Beals Prim-Ed

Behavioural Emotional and Social Difficulties A Continuum of Support Guidelines for Teachers DES NEPS

NEPS Good Practice Guide Setting Up a Social Skills Training Group

The Socially Speaking Game by Alison Schroeder

Social Skills Training *Early Years of Schooling Ages 4-8* by Lindy Peterson with Allyson Adderley

My Social Stories Book\_by Carol Gray and Abbie Leigh White (2 Copies)

The New Social Story Book Outside the Box Original Stories by Carol Gray

Socially Speaking *A Pragmatic Social Skills Programme for Primary Pupils* Outside the Box by Alison Schroeder

Social Skills Activities for Special Children Grades K-5 *Over 160 ready to use lessons and worksheets to help children use social skills inside and outside the classroom*\_by Darlene Mannix

‘Say and Do’ Early Social Scenes for School with Questions and Answers’\_Outside the Box Written by Susan Rose Simms and Illustrated by Jack Vaughan

Social Skills Training *For Children and Adolescents with Asperger Syndrome and Social Communication Problems* Outside the Box by Jed E. Baker

101 Games for Social Skills by Jenny Mosley and Helen Sonnet (2 Books in school)

Coping with Chaos Programme

Strands Down Syndrome Ireland

Talkabout for Children- Developing Self Awareness and Self Esteem Outside the Box; by Alex Kelly

Talkabout for Children- Developing Social Skills by Alex Kelly

Teaching Students with ADHD\_Outside the Box by Paula Galey

Helping Children Deal With Anger- Outside the Box by Jenny Mosley and Helen Sonnet

Think Good-Feel Good A Cognitive Therapy Workbook for Children and Young People Outside the Box by Paul Stallard

101 Games for Self Esteem by Jenny Mosley and Helen Sonnet

Stop and THINK learning A teachers Guide for motivating children to learn including those with special needs\_by Lindy Peterson

Thinking Skills Grades 1-2 *44 Lessons to practice critical, logical and creative thinking*\_by Evan Moor

Feelings Picture Cards Outside the Box by Colorcards

When I’m feeling Sad Storybook by Trace Moroney

When I'm Feeling Happy Storybook by Trace Moroney

When I'm Feeling Lonely Storybook by Trace Moroney

When I'm Feeling Kind Storybook by Trace Moroney

When I'm Feeling Jealous Storybook by Trace Moroney

When I'm Feeling Scared Storybook by Trace Moroney

Everybody Feels SAD! Storybook by Moira Butterfield and Holly Sterling

Everybody Feels ANGRY! Storybook by Moira Butterfield and Holly Sterling

Everybody Feels HAPPY! Storybook by Moira Butterfield and Holly Sterling

Everybody Feels SCARED! Storybook by Moira Butterfield and Holly Sterling

Being Honest Citizenship Storybook by Cassie Mayer

Following Rules Citizenship Storybook by Cassie Mayer

Being Responsible Citizenship Storybook by Cassie Mayer

Making Friends Citizenship Storybook by Cassie Mayer

Being Fair Citizenship Storybook by Cassie Mayer

Selection of board games; Pictureka, Spot the difference, Dwarves and Dice, Snakes and Ladders, Fishing, Guess who? Charades for Children, Beat the Bleep, Doctor Doctor, playing cards, matching games,

Mindfulness colouring resources

Mindfulness for children websites

Yoga for children

Sensory Room

#### **Appendix 4**

##### **Publications and online resources to support SET**

Guidelines for Primary Schools Supporting Pupils with Special Educational Needs in Mainstream Schools

The Learning Support Guidelines

Well-Being in Primary Schools

Effective Interventions for Struggling Readers

Inclusive Education Framework

Guidelines on the Individual Education Plan Process

Circular 0013-2017

Signposts

Functional language and Communication Resource

NEPS Good Practice Guide: A Balanced Approach to Literacy Development in the Early Years

Special Educational Needs; A Continuum of Support Guidelines for Teachers DES NEPS Special Educational Needs; Resource Pack for Teachers DES NEPS

Assessment in the Primary school Curriculum NCCA

PDST and SESS websites

NEPS Student Support File

Classroom, School Support and School Support Plus templates

Weekly notes templates

### **Appendix 5**

School Provision Plan for pupils with educational needs using the continuum of support framework.



