

# GREYSTONES EDUCATE TOGETHER N.S.

## SPECIAL EDUCATIONAL NEEDS

### ■ Title

Whole School Policy on Special Educational Needs (Learning Support & Resource) for Greystones Educate Together N.S.

Drafted January 2009  
Updated .....

### ■ Introductory Statement and Rationale

#### (a) Introductory Statement

We aim through this plan, drawn up in accordance with the Circular 02/05, the Learning Support Guidelines and other Circulars referred to in this document, to set out a framework that will support and include the child with special educational needs within the school community, in accordance with the ethos of Educate Together that 'no child is an outsider'. This plan will cater for the enrolment of pupils with special education needs in mainstream setting and streamline the provision of special needs support in the school.

This plan was formulated by the teaching staff of Greystones Educate Together ( Edel Bermingham, Geraldine Barnes, Catherine Sadlier, and Special Needs Assistant, Suzanne Cox ) and parents of Special Needs children and others were asked to evaluate and contribute where necessary.

#### (b) Rationale

- To enable pupils of all abilities to avail of and benefit from an appropriate education.
- To enable the realistic integration of pupils with Special Educational Needs.( see Wilson 'the veneer of inclusion cannot deny that disability exists and needs different approaches' .....he defines education as 'the serious learning of rational creatures...planned in some coherent and overall way.'
- To outline our whole school approach to teaching and learning in relation to pupils with special educational needs.
- To outline procedures and practices to be followed in relation to supporting the learning of pupils with special educational needs.

### ■ Vision and Aims

#### (a) Vision:

To enable all students to belong to an educational community that validates and values their individuality.

#### (b) Aims:

##### For SEN pupils

The plan for inclusive education aims to enable pupils with SEN to:

- Be afforded a sense of belonging in a diverse school community.
- Be provided with a stimulating environment and where possible, within the constraints of class size, are allowed to grow and learn at their own individual pace.
- Develop an appreciation and respect for others with diverse characteristics through promoting inclusive practices.
- Develop self-respect and affirmation of their strengths.
- Have specific needs identified at the earliest opportunity.
- Be provided with supplementary teaching and support services where necessary and within the limits of available provision from the Department of Education and Science.
- Enable the development of their friendships with peers in the classroom and school environment.

## For all other pupils

The plan for inclusive education aims to:

- Allow pupils experience diversity of society in the classroom.
- Develop in all pupils an appreciation that everyone has unique characteristics and abilities.
- Develop in all pupils respect for others with diverse characteristics.
- Develop in all pupils, sensitivity towards others' limitations and exceptional talents.
- Develop in all pupils feelings of empowerment and the ability to make a difference.
- Develop in all pupils empathetic skills.
- Enhance pupils' appreciation of the diversity of the human race.

## For the teachers

This plan aims to support class teachers by:

- Providing different ways of perceiving the challenges of diversity in the classroom as a result of working with a multi-disciplinary team.
- Sharing responsibilities and expertise on differentiation of the curriculum.
- Promoting positive attitudes to inclusive education.
- Allowing for supplementary teaching and team teaching with SEN personnel and a sense of shared responsibility for the individual learning targets of the SEN pupils.

## ■ Content of Plan

### 1. *Enrolment of children with identified special educational needs:*

(Refer to enrolment policy)

- The Board of Management will consider the following in the enrolment of a pupil with special needs:
  - (1) EPSEN Act “A child with special educational needs **shall** be educated in an **inclusive** environment with children who do not have such needs unless the nature or degree of those needs of the child is such that to do so would be inconsistent with –
    - a) *The best interests of the child as determined in accordance with any assessment carried out under this Act, or*
    - b) *The effective provision of education for children with whom the child is to be educated”*
  - (2) Education Act 1998: 15.-(2) d. *A board shall.... publish... the policy of the school concerning admission to and participation in the school, including the policy of the school relating to ....the participation by students with disabilities or who have other special educational needs, and ensure that as regards that policy, principles of equality and the right of parents to send their children to a school of the parents' choice are respected ....*
- Prior to a child's enrolment, the school will acquaint itself with a child's special needs and whether these are categorised as high incidence or low incidence, through:
  - Enrolment and Registration forms
  - Meeting between parents/ Principal/class teacher/special needs staff and SENO, as appropriate
  - Obtaining copies/details of reports, assessments etc. from SENO, parents, ...
  - Contact with Special Educational Needs Organiser, NEPS Psychologist or other psychologist/speech therapist/ occupational therapist, referral from other Agency e.g. Brothers of Charity etc.
- Regular consultation between the Principal, parents, class teacher and SENO as well as periods of observation, will establish whether the pupil will receive support at the level of Stage 1, Stage 2 or Stage 3 of the Staged Approach (Circular 02/05)
- The following might be used in ensuring a smooth transition into the school for both the pupil and the school:

- Parental visits to school
- Pupil visits to school
- Staff visits to special schools/special units
- Reminding all school employees and pupils of the need for inclusion (EPSEN Act)
- Liaison with SENO to arrange for additional personnel, resources, training
- Establish a “Buddy” system with emphasis on SEN pupils
- Contact with support organisations, agencies and specialists such as Enable Ireland, Downs Syndrome Ireland, speech therapists etc.

- Health and safety issues arising from the child’s mobility and care needs should be identified and strategies put in place to address them prior to the child commencing school, in as far as possible.
- The school has a Safety Statement and an Administration of Medication Policy.
- Admission for the Special Class is on a first come first served basis if a space is available, and all admission criteria are met. Children must fall within the mild to moderate disability range and have the potential for integration into the mainstream classroom.

## **2. *Children with emerging special educational needs (The Staged Approach):***

(See Circular 02/05)

Refer also to Special Educational Needs A Continuum of Support Resource Pack for Teachers and Guidelines for Teachers

### **2.1. Stage 1:**

#### **2.1.1: *Procedures for the early identification, of the SEN of certain children***

- If a teacher, parent or guardian has concerns about the academic, physical, social, behavioural or emotional development of a pupil the following strategies will be used to identify specific areas of difficulty:
  - Teacher observation in the classroom and in the playground.
  - Parental observation and open communication with the teacher.
  - Use of simple teacher designed checklists (ref. *Common Sense Methods for Children with Special Needs*, Westwood, p. 22)

#### **2.1.2: *The screening process.***

- Infant profiling (such as Belfield or MIST)
- Screening measures (we use BIAP, MIST, Micra T, Sigma T. The Drumcondra Profiles may be used in isolation with pupils about whom teachers have concerns )
- All concerns must be clearly documented (See Intervention Record in Appendix)
- The class teacher drafts an Intervention Record to support the pupil. It is recommended that at this stage the class teacher refer to the Learning Support teacher for assistance.
- Concerns are communicated to parents at this stage, in keeping with the Intervention Record. Parents may be asked to implement certain strategies at home.
- The Learning Support Teacher can support the class teacher in an advisory capacity at this stage through observation and consultation. It may also be helpful to refer to the pupil’s previous teacher(s).
- The same procedures are followed for pupils who show exceptional abilities.
- A pupil may be referred to Stage 2 or fast-tracked to Stage 3 on the basis of:
  - The pupil not making significant progress at Stage 1 (i.e. interventions not working despite several alterations, a number of reviews and adaptations) and or
  - Diagnostic tests highlighting the pupil’s needs and or
  - At the discretion of the Principal

Refer to Learning Support Guidelines and Circular 02/05

### **2.1.3: *The planning process***

The class teacher will reduce or increase the curriculum to suit the needs of the child.

The class teacher will involve the child in individual or group teaching.

The class teacher will source some extra concrete materials for the child.

The class teacher will liaise with parents and set some individual work for home.

Homework will be reduced to meet the individual needs of the child.

These modifications will be recorded by the class teacher on the Cuntas Miosuil record.

## **2.2: Stage 2:**

### ***Referral to Special Educational Support Teacher***

See Learning Support Guidelines p.57

- ❑ The class teacher seeks written parental consent for further diagnostic testing by the Learning Support Teacher as appropriate. Parents should be informed of the reasons for this testing and the action that will be taken on any results testing may yield. Parents should be given adequate time to consider their options before signing any forms.
- ❑ In the event of a parent refusing to grant consent, this should be clearly noted, dated and signed by the parent and the teacher on the consent form. The parent should be informed that ultimate refusal may result in the school informing the NCSE (National Council for Special Education).
- ❑ The Learning Support Teacher is responsible for administering and interpreting any diagnostic tests. Currently the diagnostic tests used include Running Records, PM Benchmark, Nelson, Jackson, Schonell Spelling, an oral maths assessment and One Minute Basic Number Facts.
- ❑ Supplementary teaching is arranged according to need and time available. Pupils may be taught individually or in groups, through withdrawal or in class as appropriate (e.g. early intervention). Refer to Circular 02/05 p.7
- ❑ The support teacher will include the Principal, the class teacher, the parents and the pupil in the drafting of an IEP (Individual Education Plan). (see p. 68 Learning Support Guidelines)
- ❑ The IEP will be largely co-ordinated by the support teacher.
- ❑ If appropriate a learning plan may be prepared for a group to facilitate group teaching.
- ❑ IEPs are reviewed twice a year. There are two instructional terms; one from September to February and the second from February to June.
- ❑ Supplementary teaching may be reduced or discontinued if diagnostic tests and or teacher observations show that the pupil can manage in class. Interim support may be provided through liaison between the class teacher and the support teacher and through periods of observation. Diagnostic tests will continue for two instructional terms unless there are further concerns.
- ❑ A pupil is moved to Stage 3 when:
  - Stages 1 and 2 have been followed
  - No significant progress has been made in Learning Support after two instructional terms or
  - There is parental concern and or class teacher concern.

## **2.3.: Stage 3:**

### ***2.3.1 Consultation or Referral for assessment to outside specialist***

- ❑ The parents are involved in the decision to request an assessment by an outside specialist through a formal meeting including the support and class teacher and the Principal if necessary.
- ❑ Parents will be asked to sign a form stating that they wish the school to make a referral.
- ❑ The Principal will contact NEPS or the relevant psychological or support service to arrange a referral.
- ❑ The class teacher fills in the referral form in consultation with the appropriate school personnel.

- ❑ The child's file and records that Stages 1 and 2 were followed should be handed to the Principal.
- ❑ Following referral external professional will visit the school to meet with the pupil, parent(s) or guardian(s), Principal, class teacher and support teacher as appropriate and the assessment will be conducted.
- ❑ Assessments generally take place in school during school hours.
- ❑ This should be followed by a return visit to the school at which recommendations will be considered and an appropriate response agreed.
- ❑ In consultation with the parent(s) or guardian(s) and relevant specialists the support teacher and class teacher will draw up a specific learning plan in an IEP format.
- ❑ In the event of limited availability of assessments through NEPS the degree of need, management challenges, lack of progress with support teacher and suspicion of low incidence learning difficulties are taken into account.
- ❑ A parent may have a child privately assessed if they so wish if the waiting list is too long in the school and if they deem it necessary and within their capabilities to do so.
- ❑ If parents carry out assessments privately or a child enters the school having previously been assessed in another school the school can only cater within the prioritised needs of the school.

### **2.3.2 Supplementary teaching is arranged.**

A learning support pupil or any other pupil may benefit from a programme set up for a resource child and may join that group. This support could be based on curriculum or social and emotional needs.

In this arrangement the following are prioritised:

- a) Pupils from 1<sup>st</sup> to 6<sup>th</sup> at or below the 12<sup>th</sup> percentile.
- a) Senior Infants identified by the class teacher through screening .
- b) Junior Infants identified as having language/communication difficulties.
- c) Pupils from 1<sup>st</sup> to 6<sup>th</sup> who are at or below the 12<sup>th</sup> percentile in Maths.
- d) Infants who are identified by their teacher as having a difficulty in numeracy.
- e) Pupils at the 12<sup>th</sup> to 20<sup>th</sup> percentile in literacy and numeracy in 1<sup>st</sup> to 5<sup>th</sup> class if the learning support caseload of 30 pupils has not been met.

### **3. Drafting and Implementing an Individual Education Plan:**

- ❑ The Individual Education Plan serves to provide measurable and achievable targets for the pupil. When writing targets the resource teacher aims to remember targets as **SMART**: Specific, Measurable, Achievable, Relevant, Time Limited
- ❑ The Individual Education Plan will be in accordance with the pro-forma as advised in the Learning Support Guidelines (2000) or suitable equivalent. It should contain
  - Information from parents, class teachers, SNAs and all other disciplines involved with the pupil
  - Formal and informal assessment of the pupil
  - Pupil's strengths and needs (based on Teacher, Parent and SNA observation)
  - Priority learning needs (based on psychological report, teacher, parent and pupil input)
  - Specific learning targets for a particular period
  - Supplementary support activities e.g. ICT
  - Teaching strategies/ materials / resources
  - Home support services
  - Services needed
 (see Appendix)

- ❑ The Plan will generally cover either September to February or February to June and plans will generally be reviewed twice a year at the end of each SEN term. This is dependant on the allocation of learning support/ resource to the school each year and also on the need for review of some individual programmes. In cases where pupils are granted resource hours throughout the school year and changes are being made frequently in the LS/RT timetables, the teachers will decide on an appropriate time for review of their planning. GPLPs (Group Profile and Learning Programmes) will also be used where appropriate to particular pupils needs.
- ❑ The resource teacher will initiate IEP meetings as necessary. Parents, teachers, SNAs and outside specialists may all participate in the preparation of an IEP. They may be directly involved through an organised meeting or indirectly through reports, letters or telephone calls. In so far as possible and as appropriate the pupil should also be involved in the process.
- ❑ Ultimately the Plan is the property of the pupil and should thus transfer with the pupil to other schools. Parents and the class teacher should also be given a copy of the Plan to help the pupil achieve targets. The Plan should be communicated to the pupil's SNA.
- ❑ If the Education Plan identifies the need for resources not normally available in a mainstream setting, the Resource or Support teacher will bring this to the attention of the Principal, who in turn will notify the SENO and or the NCSE.
- ❑ The Pricipal is ultimately responsible for ongoing consultation with psychologists, SENOs and other bodies.
- ❑ The Resource or Support teacher will liase formally with the class teacher when drafting and reviewing IEPs. The may also provide the class teacher with coping strategies in the classroom.

#### **4. Inclusion:**

- ❑ In keeping with the ethos of Educate Together that 'no child is an outsider' pupils with special educational needs are included as fully as possible in the life of the school and the classroom e.g. through buddy systems, SPHE classes, concerts, school trips etc.
- ❑ Sensitivity must be displayed when inculcating in students an awareness of the needs of persons with disabilities. The objectives of the SPHE curriculum should be explored carefully as useful links can be made. The wishes of the parent(s) of the pupil with special needs should also be considered.

### **5. Organisation of Supplementary Teaching**

#### **5.1. Timetabling**

- ❑ The learning support teacher, resource teacher and class teachers draw up a timetable in consultation with all parties involved.
- ❑ Effort is made to ensure that pupils do not miss out on the same curricular area each time they attend supplementary teaching outside the classroom.
- ❑ Where a pupil has an exemption from Irish, the LS/RTs should endeavour to timetable around this.
- ❑ The co-operation of the class teachers/LST/RTs and SNAs is essential in drawing up timetables and also in accomodating changes in timetables throughout the school year. The needs of the pupil must come first in conjunction with the class teacher's needs and accommodation.
- ❑ Timetables are changed as the need arises with minimum classroom disruption where possible.

#### **5.2. Models and Approaches to Supplementary Teaching**

The LS/R teachers will adapt their teaching approaches and strategies to meet the individual needs of the pupils in their caseload. This will involve managing the pupils learning by

- ❑ **Team Teaching** The school may target a specific subject area and may break up classes into groups and have up to three teachers working intensively on the particular area of need e.g. maths – two support teachers assisting the class teacher during maths time.

The class teacher takes the larger group and the support teachers provide the curriculum to small groups at a pace appropriate to their varying needs. Further learning support in the form of supplementary teaching is provided to targeted pupils within these groups also.

- ❑ **Co-teaching with a class teacher** Both teachers are present in the classroom or in adjoining areas, the class teacher leads the instructional activity while the LS/R teacher observes, checks students' understanding, supports the work of the SEN pupils and manages behaviour. The roles of the teachers can be interchanged here in order for the class teacher to work closely with the SEN children in a classroom setting also.
- ❑ **Strategic Learning in the classroom/ shared area** The LS/ R teacher may schedule time to collaborate with a class teacher in teaching a specific learning strategy in their classroom that would meet the needs of the SEN pupils but also the other pupils. Examples of strategies that could be used would be social skills training activities, circle time, practical science work, study skills or IT work e.g. Powerpoint/ project work etc.
- ❑ **Withdrawing pupils on an individual basis** to the Learning Support Room or the Resource Room for one to one teaching.
- ❑ **Withdrawing a group to an SEN room or to a shared area** attached to a classroom.
- ❑ **Early intervention work in the junior classes.**
- ❑ **Managing the 'Forward Together Programme'** from the MIST (Middle Infant Screening Test) with the senior infant teacher.
- ❑ **Class Teaching** The LS/R teacher may on occasion or regularly teach a particular subject area to a whole class and enable the class teacher to withdraw an SEN pupil or a group and provide supplementary teaching to them.

### ***5.3. Provision of Supplementary Teaching***

#### ***5.3.1. Learning Support***

In the provision of supplementary teaching by the Learning Support team, the following pupils are prioritised

- f) Pupils from 1<sup>st</sup> to 5<sup>th</sup> class at or below the 12<sup>th</sup> percentile in literacy
- g) Senior Infants identified by the class teacher through MIST or any other screening instruments as having a difficulty in literacy
- h) Pupils from 1<sup>st</sup> to 5<sup>th</sup> class at or below the 12<sup>th</sup> percentile in numeracy
- i) Senior Infants identified by the class teacher, through observation and any other screening measures as having a difficulty in numeracy
- j) Pupils in 6<sup>th</sup> class at or below the 12<sup>th</sup> percentile in literacy or numeracy
- k) Pupils at the 12<sup>th</sup> to the 20<sup>th</sup> percentile in literacy and numeracy in 1<sup>st</sup> to 5<sup>th</sup> class if the Learning Support caseload of 30 pupils has not been reached.
- ❑ The primary work of the Learning Support Teacher is the provision of supplementary teaching to the pupils identified above.
- ❑ The school year is divided into two instructional terms of approximately 20 weeks each. The maximum caseload is 30 pupils.

#### ***5.3.2. Resource Teaching***

The special needs resource teachers provide supplementary teaching support to children with a variety of different disabilities and in all areas of the curriculum. An outline of the various categories of disability is included in the DES Circular 08/02 as follows

- Physical disability
- Hearing impairment
- Visual impairment
- Emotional disturbance/ behavioural problems
- Mild/ moderate/ severe or profound general learning difficulties
- Borderline mild general learning difficulty
- Specific learning disability
- Assessed syndromes
- Specific speech and language disorder
- Multiple disabilities
- ❑ The pupils attending the resource teacher will have gone through the staged process of assessment and will have been granted a set amount of resource teaching time per week

as laid out in the DES Circular 08/02 and in their required professional reports.

- ❑ In the DES Circular 24/03 it states that although resource teaching allocations have been sanctioned on the basis of individual applications, the overriding principle is that resources be deployed in the manner that best meets the needs of the pupils with special needs in the school. In line with inclusive practices in the school we engage in group teaching for resource pupils and other pupils, if we feel it is meeting the specific learning targets set for the special needs pupils. As well as providing individual teaching we provide in class support through class teaching and strategic teaching.

### ***5.3.3. Supplementary Teaching for pupils for whom English is a second language***

- ❑ Pupils for whom English is a second language are generally placed in an age appropriate class. However, if the pupil has never been to school or been home schooled they will begin in Junior Infants until a suitable foundation knowledge in phonics etc. has been acquired.
- ❑ Every effort is made to help the pupil and parent(s)/ guardian(s) to settle into the school environment.
- ❑ Where available other parents or pupils may act as translators or interpreters for the pupils and their family initially.
- ❑ In general as per Circular 12/96 the pupil may qualify for exemption from Irish, the school will complete the necessary documentation to obtain this exemption.
- ❑ The school employs a part time teacher for pupils for whom English is a second language at present. She provides support on an individual and group withdrawal basis and the amount of time given depends on the pupil's command of the English language.
- ❑ These pupils may also receive support from the Learning Support teacher, again this is dependant on the provision of Learning Support in the school and the LS teacher's caseload.
- ❑

### ***5.3.4. Provision for Exceptionally Able Pupils***

- ❑ To date the Department of Education and Science have provided no extra resources for students who are exceptionally able.
- ❑ The exceptionally able pupils' learning is supported in the classroom by differentiating the curriculum. This is done by
  - a) **Modifying the content of the curriculum** Students are given the opportunity to study subjects in greater depth. They may also explore more abstract ideas and themes through group work or individual project work. They may also work on material from higher classes in Maths (4<sup>th</sup> class doing the 5<sup>th</sup> class curriculum) and English (variety of reading material, group and individual reading records)
  - b) **Modifying the process** Pupils are encouraged to use research skills. Higher order questions and thinking skills are used for these pupils. They are provided with opportunities to investigate more in the curriculum area through project work.
  - c) **Modifying the product** The pupils are encouraged to adjust an activity and present it in many forms. They are provided with choice and variety in presenting what they have learned.
  - d) **Modifying the learning environment** Within the limitations of small classrooms and large class sizes the Principal and class teachers actively encourage independence and child centeredness and high mobility around the classroom. The exceptionally able children are doing something that is different to the "normal" class curriculum. The school agrees with the aim for HOTS (Higher Order Thinking Skills) rather than MOTS (More of The Same)
- ❑ If it is possible to group exceptionally able children with a resource child for specific project work the school actively engages in this process if it is of benefit to the SEN pupil.



### ***5.3.5. Provision of Learning Resources***

- ❑ At present there is one learning support/resource teacher who has her own room.
- ❑ The Learning Support and Resource teaching materials and learning resources are stored in this room. There is a policy of sharing all resources and materials between SEN rooms and classrooms whenever there is a need.
- ❑ There is a section with reference books and folders on learning disabilities and behaviour management in the library in the staff room. These materials may be borrowed by the general staff.
- ❑ There is a PC in each of the rooms at present .
- ❑ There is a central area for assessment tests in the learning support room.
- ❑ The learning support/ resource teacher has a separate supply of reading material for pupils. However they may also use materials from the classroom in their teaching.
- ❑ Resources are reviewed by the SEN teachers in December and June. If there is a need for more resources this is communicated to the Principal.

### ***5.4. Continuing and Discontinuing Supplementary Teaching***

- ❑ If significant concerns exist after one instructional term in learning support and the learning support teacher feels the pupil needs are not being fully met in learning support, the pupil will be moved on to Stage 3 of the assessment process. The learning support teacher will reassess the pupil at this stage and the pupil will be referred on for specialist assessment where the school has the resources to do so. The pupil will continue with learning support until resources have been sanctioned.
- ❑ In the case of learning support being part time, a decision should be made at the end of two instructional terms to continue or discontinue the provision of supplementary teaching. In the case of significant concern about a pupil, one instructional terms should suffice.
- ❑ The decision making process should involve consultation between the Principal, the class teacher, the learning support teacher and the pupil's parent(s)/ guardian(s). Account should also be taken of the overall Learning Support demands in the school and the school's policy.
- ❑ The criteria on which the decision is based should include
  - (a) an adherence to the school's policy on the provision of supplementary learning support teaching
  - (b) consideration of the results of the school standardised assessment tests and assessment by the learning support teacher
  - (c) a consideration as to whether the pupil has achieved some or all of the learning targets set
  - (d) consideration as to whether the pupil will be able to cope independently/ semi-independently in the classroom learning context.
- ❑ A decision to continue the provision of learning support should result in a review or revision of a pupil's IEP.
- ❑ The criteria on which a decision is made as to whether a child should continue with resource teaching will be as above but will include consultation with the Principal, NEP's psychologist, parent(s)/ guardian(s), and any other specialist professionals involved with the child.

## ***6. Deployment of Staff – Roles and Responsibilities***

- ❑ The Principal is directly responsible for the co-ordination and management of special needs personnel in co-operation with the Board of Management, Teachers, SNAs, Parents, Guardians and Pupils
- ❑ The Principal is directly responsible for the management of the special needs assistants. As with special needs teaching resources, she may, where appropriate, deploy individual SNA resources to support several pupils with special needs. In appropriate circumstances this may involve the deployment of an individual SNA in more than one classroom (DES Circular 24/03).

- ❑ The special needs assistant will work under the direction of the class teacher and in some cases they may also work alongside or under the direction of the resource teacher.
- ❑ The IEP should be communicated to the SNA and the SNA should be involved in IEP reviews.
- ❑ Flexibility in the deployment of the SNA is considered to facilitate independence of the pupil.
- ❑ Generally planning regarding the deployment of staff takes place at the end of one academic year after testing for the next academic year. Circular 02/05 p.7, 23 and the Learning Support Guidelines are considered in the planning process.

#### **7. *Liaison between Special Needs Personnel and Mainstream Teachers:***

- ❑ Regular consultation and liaison with class teachers is essential. In the absence of formal planning and consultation time, special needs personnel need to make the best use of informal time such as break times.
- ❑ In certain circumstances the principal or other SEN personnel may be in a position to facilitate consultation time for class teachers through arranging for supervision of their classes.
- ❑ All other meetings, either formal or informal, will have to take place outside school hours.

#### **8. *Partnership with Parent(s)/ Guardian(s):***

The ethos of our school supports partnership with parents in all aspects of school life. The support of parents and guardians in the overall development of the child is recognised at all times. We adhere to principles of

- a) Mutual respect and support for each other
- b) Shared expertise
- c) Consultative collaboration
- d) Effective two-way communication
  - ❑ Parent(s)/ Guardian(s) are recognised as primary educators and as experts on their children, and teachers are seen as experts on education.
  - ❑ Parent(s)/ Guardian(s) and teachers address each other on a first name basis.
  - ❑ There is regular communication between the class teacher and the parent(s)/ guardian(s).
  - ❑ An appointment to meet a class teacher at any stage may be made directly through the teacher or through the secretary's office.
  - ❑ Individual progress meetings are held in late January, early February. These are followed up on with another report before the summer break.
  - ❑ Parent(s)/ Guardian(s) are directly involved with the learning support and resource teachers and class teachers in drawing up the IEPs. The Principal is also available to provide pastoral care and expert advice and support where necessary for both teachers and parents.

#### **9. *Resources:***

- ❑ All children with SEN have access to computers.
- ❑ Learning Support and Resource Teachers are responsible for maintaining a list of resources used in their class/ groups.
- ❑ It is the LS/RT's responsibility to track, store and maintain these resources where they are specific to the LS/RT programme.
- ❑ The LS/RT review resources in December and again in June and source and acquire resources as needed and identified.
- ❑ Class teachers have access to LS/R resources in consultation with the LS/RT.
- ❑ LS/RT have access to school resources stored centrally and can also access class resources in consultation with class teachers.
- ❑ LS/RT have access to the school yard and P.E. equipment when required.

### **10. Transfer to Post-Primary:**

- ❑ Copies of school records are kept by the school until the pupil is 21.
- ❑ Parents have primary right over their child's records and documents.
- ❑ Parents are given copies of IEPs as and when they are compiled, which they are advised to keep.
- ❑ All paper records (including the final IEP) are given to parents as their child transfers to secondary school. It is the parent's responsibility to pass these records on to the new school.
- ❑ Information to another school is submitted on a basis that will facilitate transfer of the pupil.

### **11. Record Keeping:**

- ❑ Records of attendance, results of tests taken and IEP's are kept by class teachers and SEN staff as appropriate.
- ❑ The class teacher, resource or learning support teacher, SENO, psychologist, inspector, special needs assistant, health workers and parents have access to these records on request, respecting the pupil's entitlement to confidentiality. Parental permission should be sought for outsiders to view the records.
- ❑ All records must be stored in the school until the child is 21.

### **12. Other Related Policies:**

- ❑ Safety Statement
- ❑ Administration of Medication
- ❑ Code of Behavior and Anti-Bullying
- ❑ Learn Together and SPHE
- ❑ Complaints Procedure
- ❑ Curriculum plans – see section of 'Children with Different Needs'

## **■ Success Criteria**

The aim of this plan is to ensure that the vision and aims of Greystones Educate Together NS as outlined at the start of this document are achieved. To assess whether this plan will make a difference to the teaching and learning in our school, we will use the following criteria:

- ❑ How will we know that the plan has been implemented?
  - Are teachers referring to this plan?
  - Are the procedures outlined in this plan being consistently followed?
- ❑ What are the indicators that the school has achieved its aims?
  - Inclusion of pupils with special needs into our school
  - Progress of pupils with special needs in our school (assessments)
  - Review and evaluation of IEPs
  - Feedback from colleagues (e.g. when taking a new class)
  - Feedback from parents and children
  - Feedback from secondary schools
  - Feedback from inspectors

## **■ Implementation**

### **(a) Roles and Responsibilities:**

The following permanent staff were involved in the development of this school plan planning day, Edel Bermingham, Catherine Sadlier, Geraldine Barnes (Learning Support Teacher) Suzanne Cox (Special Needs Assistant). All teaching staff and SNAs have responsibility in implementing and providing feedback on the plan. It was decided that sample copies would be distributed to the parents of some Special Needs children in the school for their information and for their feedback.

**(b) Timeframe**

Many aspects of the plan are being implemented already. Some aspects are being phased in at the moment, such as testing. The plan is a working document and aspects of it may well need to be modified or amended as challenges are met. The plan will be reviewed in May 2009 to discuss what aspects are being fully implemented, what aspects need still to be implemented and any aspects that may need modification.

■ **Review**

*It will be necessary to review this plan on a regular basis*

**(a) Roles and Responsibilities**

The following will be involved in the review:

- Principal
- Deputy principal
- All teaching staff
- Post holders
- Special Needs Assistants
- Parents } indirectly
- Pupils }

The plan will be circulated to all the above before the review to allow for notes to be made and planned feedback to be given.

**(b) Timeframe**

May 2009

■ **Ratification and Communication**

The Board of Management were notified of the existence of this plan by e-mail in February 2009.

## *Appendix 1*

<b>A Staged Approach to Meeting the Needs of Pupils with Special Educational Needs</b>		
<b>Observation</b>	<b>Process</b>	<b>Personnel Involved</b>
<p><b>Stage 1</b> Class teacher/parent has concerns regarding a pupil's academic, physical, social, behavioural or emotional development</p>	<p>Class teacher administers appropriate screening measures. Class teacher devises a plan, which aims to meet pupil's identified needs within the normal classroom setting. The success of this plan is regularly reviewed in consultation with parents.</p>	<ul style="list-style-type: none"> <li>• <i>Class teacher</i></li> <li>• <i>Parent</i></li> </ul> <hr/> <p style="text-align: center;"><i>Additional Supports Available</i></p> <hr/> <ul style="list-style-type: none"> <li>• <i>Home School Liaison</i></li> <li>• <i>Teacher</i></li> <li>• <i>NEPS Psychologist</i></li> </ul>
<p><i>If concern remains after a number of reviews, the Special Education Support Team in the School may be consulted about the desirability of a move to Stage 2</i></p>		
<p><b>Stage 2</b> Child is referred to learning support teacher, with parental permission for further diagnostic testing.</p>	<p>If diagnostic testing indicates that supplementary teaching would be beneficial, this is arranged. Parent, class teacher and learning support teacher collaborate in devising, implementing and reviewing the pupil's learning plan.</p>	<ul style="list-style-type: none"> <li>• <i>Class teacher</i></li> <li>• <i>Parent</i></li> <li>• <i>Learning Support Teacher</i></li> </ul> <hr/> <p style="text-align: center;"><i>Additional Supports Available</i></p> <hr/> <ul style="list-style-type: none"> <li>• <i>Home School Liaison</i></li> <li>• <i>Teacher</i></li> <li>• <i>NEPS Psychologist</i></li> <li>• <i>Other Support Staff and Services available to school</i></li> </ul>
<p><i>If significant concerns remain after a number of reviews, it may be necessary to implement Stage 3</i></p>		
<p><b>Stage 3</b> School formally requests a consultation, and, where appropriate, an assessment of need from a specialist outside the school.</p>	<p>A learning plan is devised by personnel involved, which includes identification of any additional available resources that are considered necessary in order to implement the plan. Parents should be fully consulted throughout this process. This learning plan should be subject to regular reviews, leading to revisions of the learning plan and referral for specialist review as necessary.</p> <p><b>Any private practitioner engaged by a school at Stage 3 should have the relevant Department of Education and Science Circulars and guidance notes drawn to their</b></p>	<ul style="list-style-type: none"> <li>• <i>Class teacher</i></li> <li>• <i>Parent</i></li> <li>• <i>Learning Support Teacher</i></li> <li>• <i>Resource Teacher (if available)</i></li> <li>• <i>Relevant Specialist</i></li> </ul> <hr/> <p style="text-align: center;"><i>Additional Supports Available</i></p> <hr/>

	<b>attention.</b>	<ul style="list-style-type: none"><li>• <i>NEPS Psychologist</i></li><li>• <i>Scheme for Commissioning Psychological Assessments</i></li><li>• <i>Speech and Language Therapist</i></li><li>• <i>Occupational Therapist</i></li><li>• <i>Psychiatrist</i></li><li>• <i>Audiologist</i></li><li>• <i>Paediatrician</i></li></ul>
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## **PLANNING IN INDIVIDUAL SCHOOLS (FROM CIRCULAR 02/05)**

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In planning to meet the special educational needs of pupils, schools should plan in a manner consistent with the size of the school, the learning profile of the pupils with special educational needs, and the expertise of the school staff.

As stated in Circular 24/03, the over-riding principle is that resources should be deployed in individual schools in the manner that best meets the needs of the pupils with special educational needs in that school. In addition to adherence to the principles set out in Section 4, the following factors should be considered in order to achieve this:

- **Interventions with pupils should be delivered in a manner that best meets the needs identified, which may be through group or individual teaching.**
- **Intervention with pupils at stages II and III should include a classroom support plan to ensure that the pupils' needs are met for the whole of the school day.**
- **The development of literacy and numeracy skills will be a major component of many interventions at stages II and III. However, special educational needs in areas such as oral language, social interaction, behaviour and application to learning tasks may also need to be addressed.**

# GREYSTONES EDUCATE TOGETHER N.S.

## SPECIAL EDUCATIONAL NEEDS

### *Appendix 2*

#### Outline of a possible approach to planning for the deployment of resources at individual school level

<b>Step 1</b>	Identify all the pupils in need of additional teaching support, both learning-support teaching and resource teaching and including pupils who have special educational needs arising from high-incidence and low-incidence disabilities.
<b>Step 2</b>	Identify the level of intervention required on the basis of the pupils' learning needs. (Stage II or Stage III). It is up to the school to decide whether one-to-one or group teaching, or a mixture of both, is the best type of support for each individual pupil, depending on the nature of their needs.
<b>Step 3</b>	Identify the members of the teaching staff who will be allocated to the identified pupils (all teachers who are appointed on foot of the general allocation model, allocations of additional teacher hours for the support of pupils with special educational needs arising from low-incidence disabilities, and any other allocation to the school).
<b>Step 4</b>	Allocate the identified staff members to the pupils, taking account of: <ul style="list-style-type: none"><li>• the learning programme needs of individual pupils and groups of pupils, including whether it is short-term focused intervention or long-term, continuing support,</li><li>• the time available to all pupils and the proportion of time needed by individual pupils and groups of pupils, based on identified needs,</li><li>• the expertise and interest of the teachers, and</li><li>• practical and logistical considerations, including increasing chances for LS/RTs and RTs to liaise with mainstream class teachers, availability of staff at times of greatest need, etc</li></ul>
<b>Step 5</b>	Cross-reference the programme needs of pupils with learning needs at stages II and III, and consider common needs that can be met by grouping to ensure effective and efficient teaching and learning approaches. Agree on which teacher or teachers will cater for these groups.
<b>Step 6</b>	<ul style="list-style-type: none"><li>• Establish a tracking and recording system to ensure that a record is maintained of all pupils who are receiving additional teaching support and of their progress in response to the established interventions.</li><li>• Learning-support/resource teachers and resource teachers should regularly and actively monitor the progress of the pupils who receive support under the general allocation model and those who have special educational needs arising from low-incidence disabilities, in consultation with parents, class teachers, and relevant professionals. This is particularly important in cases where support for a pupil has been increased, reduced or discontinued.</li></ul>



## Pupils in need of additional support and stage of intervention

	<b>Pupils with learning needs at stage II (literacy and numeracy needs)</b>	<b>Pupils with learning needs at stage II (other special educational needs)</b>	<b>Pupils with learning needs at stage III (pupils with high incidence disabilities)</b>	<b>Pupils with learning needs at stage III (pupils with low incidence disabilities)</b>
<b>Junior Infants</b>				
<b>Senior Infants</b>				
<b>First Class</b>				
<b>Second Class</b>				
<b>Third Class</b>				
<b>Fourth Class</b>				
<b>Fifth Class</b>				
<b>Sixth Class</b>				

## Example: Pupils in need of additional support and stage of intervention

	<b>Pupils with learning needs at stage II (literacy and numeracy needs)</b>	<b>Pupils with learning needs at stage II (other special educational needs)</b>	<b>Pupils with learning needs at stage III (pupils with high incidence disabilities)</b>	<b>Pupils with learning needs at stage III (pupils with low incidence disabilities)</b>
<b>Junior Infants</b>	None yet identified	None yet identified	None yet identified	None yet identified
<b>Senior Infants</b>		1 pupil ( <i>Bartak</i> ) with mild emotional and behavioural difficulties		1 pupil ( <i>Kevin</i> ) with emotional and behavioural disturbance
<b>First Class</b>	3 pupils for literacy support		1 pupil ( <i>Michael</i> ) with borderline mild GLD and behavioural difficulties	
<b>Second Class</b>	5 pupils for literacy support and 2 for maths support			
<b>Third Class</b>	3 pupils for literacy support			1 pupil ( <i>Kyle</i> ) with autistic spectrum disorder
<b>Fourth Class</b>	3 pupils for literacy support and 2 for maths support	1 pupil ( <i>Ajith</i> ) with mild emotional and behavioural difficulties		1 pupil ( <i>Joshua</i> ) with hearing impairment
<b>Fifth Class</b>	1 pupil for literacy support and 2 pupils for maths support		1 pupil ( <i>Jack</i> ) with mild GLD	
<b>Sixth Class</b>	3 pupils for literacy support		1 pupil ( <i>Eoin</i> ) with severe reading difficulties	

**Contact with Parents:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Stage One: Intervention Record

Date	Concern identified/by whom?	Action to be taken/by whom?	Outcome

### Appendix 4

## Profile of Pupil with Special Educational Needs - Mainstream Setting

<b>Pupil's Name:</b> <b>Address:</b>  <b>Date of birth:</b> <b>Parents' names:</b>  <b>Contact Tel. No:</b> <b>Provision for SEN</b> <b>Date commenced:</b> <b>Date/s of review:</b>	School:  Sch. Tel. No: <b>Support Team</b> Principal: Class Teacher: Special Ed. Teacher: SNA: Psychologist: Other:			
<b>Formal Assessment</b>				
<b>Screening</b>	<b>Date</b>	<b>Result</b>	<b>Date</b>	<b>Result</b>
<b>Diagnostic</b>				
<b>Other</b>				
<b>General Info</b> (interests, attendance, physical health, co-ordination)				
<b>Social Skills</b> Self-esteem (identity, belonging etc)  Interaction with peers (body language, play, structured activities)  Interaction with staff (body language, asking questions, dependence level)  Behaviour (response to rewards, adapting to different settings/ groupings)		<b>Language skills</b> Oral language (verbal, non-verbal, social functions, description...)  Comprehension recall, assimilate, retell, deduce, infer..)  Phonological awareness (rhythm, phoneme, morpheme, onset, rime..)  Reading fluency Penmanship Writing (functional, creative)		
<b>Mathematical skills</b> Number: operations, estimation, problem-solving  Measures: estimation, instruments of...		<b>ICT skills</b> (mouse control, keyboard, word processing, software use)		

<b>Strengths</b>	
<b>Needs</b>	
<b>Priority Learning Needs</b>	<b>Notes: Observations during implementation of IEP</b>

<b>Individual Education Plan</b>			
<b>Name of pupil:</b> <b>DOB:</b>		<b>Class teacher:</b> <b>Special Ed teacher:</b> <b>SNA:</b> <b>Parent/s:</b>	
<b>Provision commenced:</b> <b>Provision review:</b>			
<b>Priority need/s</b> (could be on literacy, numeracy, social, behavioural, motor skills etc.) <ul style="list-style-type: none"> <li>• X</li> <li>• Y</li> <li>• Z</li> </ul>			
<b>Collaboration</b>			
<b>Class teacher and SET</b>	<b>Parent/Guardian Input</b>	<b>Pupil Input</b>	<b>Therapist/Other</b>
<b>Learning target</b> (from Priority X)		<b>Target to be reached by:</b> (day/month/year)	
<b>Strategies</b> ( <i>state who has responsibility for each</i> ) <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<b>Resources</b>	<b>Notes on progress</b>	<b>Evaluation</b>

<b>Learning Target</b> (from Priority Y)		<b>Target to be reached by:</b> (day/month/year)	
<b>Strategies</b> ( <i>state who has responsibility for each</i> )	<b>Resources</b>	<b>Notes on progress</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>			
<b>Learning Target</b> (from Priority Z)		<b>Target to be reached by:</b> (day/month/year)	
<b>Strategies</b> ( <i>state who has responsibility for each</i> )	<b>Resources</b>	<b>Notes on progress</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>			

**Signature:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

## SEN Short Term Planning Grid

SEN Teacher \_\_\_\_\_

Date: \_\_\_\_\_

*Key: (i) = individual, (G) = Group, (i/c) = In Class, (o/c) = Out of Class, (c/g) = Control Group [Each child is given a control group letter – if a child has letter to themselves, it means s/he will get individual teaching. Children with the same control group letter will be in the same control group for teaching and learning activities.*

SEN Pupils:

**Children with low incidence disabilities**

Control Group	Name of Child	Absences
A		
B		
C		
C		

**Children with high incidence disabilities**

Control Group	Name of Child	Absences
D		
D		
D		
E		
E		
E		
E		



Learning Targets:

Control group	Learning Targets / Methodologies					
	Literacy	Social skills/Self esteem	Numeracy	Materials / Resources	Intervention model	Communications (e.g. folder, copy, homework)
<b>A</b> <b>(i)</b>					o/c	
<b>B</b> <b>(i)</b>					o/c	
<b>C</b> <b>(g)</b>					o/c	
<b>D</b> <b>(g)</b>					i/c	
<b>E</b> <b>(g)</b>					i/c	

Progress Record:

Control group	Progress / assessment			Communication	Comments/observations
	Literacy	Social skills/Self esteem	Numeracy		
<b>A</b>					
<b>B</b>					
<b>C</b>					
<b>D</b>					
<b>E</b>					

## Reference Section

- Circulars 02/05, 01/05, 13/04, 09/04, 24/03, 08/03, 07/02, 12/96
- “*Learning-Support Guidelines*”: 2000, Government Publications.
- “*Management Board Members Handbook*” Revised Edition 2004, CPSMA: (p.17-19, 116, 122, 126, 131, 135, 155, 162, 172, 174, 195)
- “Common Sense Methods for Children with Special Needs” 1993, Third Edition. Peter Westwood. Routledge/Falmer
- Carey, David J (2005) *The Essential Guide to Special Education in Ireland* Primary ABC

