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Fossa National School Special Education Policy

1.0 Introductory Statement

This policy concerns the organisation and provision of additional teaching support for pupils, including those with special education needs.

Fossa National School is a mixed school under the patronage of the Bishop of Kerry. At present our enrolment is approximately 260 pupils. It is a mainstream primary school with two special classes.

The main purpose of this document is to provide guidance on the use, organisation, deployment and review of additional teaching resources for pupils with special educational needs at Fossa National School. This policy guidance is provided in the context of the revised model for allocating special education teaching resources, introduced by the Department of Education and Skills, in September 2017 (DES, 2017a). Effective provision for pupils with special educational needs is considered to be situated within an inclusive whole-school framework which emphasises effective teaching and learning for all and good collaboration and engagement between school staff, parents/guardians and pupils. These policy guidelines are intended to build on existing good practice to support pupils with special educational needs in Fossa National School.

It is the intention of Fossa N.S. to adhere to Circular 0013/2017 (DES, 2017a) and its accompanying 'Guidelines for Primary Schools Supporting Pupils with Special Educational Needs in Mainstream Schools' (DES, 2017b) in order to support pupils who require

additional teaching support. The policy also takes account of school's obligations under the following acts:

- Education Act (1998)
- Education Welfare Act (2000)
- The Equal Status Act (2000)
- The Education of Persons with Special Educational Needs Act (E.P.S.E.N.) (2004)
- Disability Act (2002)

2.0 Guiding Beliefs and Principles

- It is our belief that each child is unique and that each child brings a unique set of characteristics, both their strengths and their needs, to any learning situation.
- We want all of our pupils to know and feel that they are a valued part of our school community.
- The resources provided to support pupils with special educational needs, will be used to facilitate the development of a truly inclusive school.
- Supports provided to pupils with special educational needs will be based on identified needs and be informed by regular reviews of progress.
- The class teacher has primary responsibility for the progress and care of all pupils in the classroom, including pupils with special educational needs.
- Pupils with the greatest levels of need will have access to the greatest level of support.

These beliefs and principles are underpinned by the school's Mission Statement:

“Our aim is that all children should leave Fossa National School with the basic skills of reading, writing and numeracy, an enthusiasm for learning, a thirst for knowledge, an appreciation of their religion and the world they live in, and above all, many happy memories.

Fossa N.S. is fully committed to offering excellence in education by: promoting the highest possible achievement of our pupils; establishing the foundations for lifelong learning; welcoming input from parents to compliment the skills and experience of our professional teaching staff.”

3.0 Aims & Objectives

The principal aim of additional teaching support is to optimise the teaching and learning process in an inclusive environment so that all pupils may be enabled to achieve the maximum benefit from his/her schooling. The school aims to 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. The school aims to place a strong emphasis on promoting pupils' meaningful participation and active engagement in their learning and in the life of the school. The school aims to develop pupils' cognitive,

academic, social, emotional and independent living skills, so that all children are provided with opportunities to:

- Develop their proficiency in literacy and numeracy during their years at primary school, to their highest possible standard
- Develop positive self-esteem
- Develop positive attitudes to school and learning

To achieve these aims Fossa National School will:

- Adopt a whole school approach to supporting children with special educational needs (SEN), involving the Board of Management, principal, parents, teachers and pupils.
- School will deploy resources based on each pupil's individual learning needs. Pupils with the greatest levels of need should have access to the greatest level of support, and whenever possible, these pupils should be supported by teachers with relevant expertise who can provide continuity of support.
- Adopt the Continuum of Support model (DES, 2007) to identify pupils in need of support, to plan and implement supportive provision to meet those needs (which may include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties) and to monitor and review progress of pupils.
- Establish early intervention and prevention programmes for diagnosis, amelioration and prevention of learning difficulties.
- Provide additional teaching support for children from 1st- 6th class who are at or below the 10th percentile on nationally standardised tests in literacy and numeracy.
- Provide all pupils in Junior Infant, Senior Infant, First and Second class (including pupils enrolled in the special classes when appropriate) with prevention/early intervention support in small groups, in the areas of literacy and numeracy.
- Provide additional teaching support for children from 1st- 6th class who are at, or below, a STEN of 4 on nationally standardised tests in literacy or numeracy.
- Establish and maintain a core team of teachers to meet the needs of pupils with special educational needs. All members should have the necessary experience and access to continuing professional development to support the diverse needs of pupils with special educational needs.
- We are fully committed to the principle of inclusion and the good practice which makes it possible.

Inclusion:

Our policy as set out in this document, aims to enable all children to become fully integrated members of our school community. This will be achieved by careful consideration of the needs of each child and by either modifying activities or by providing support that will help the child to participate in them.

Three principles for inclusion:

1. Setting Suitable Learning Challenges

We aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible. In order to do this, Fossa NS will use the 'Continuum of Support Process' as outlined below to identify educational needs. Identification of educational needs is central to setting suitable learning challenges for our SEN pupils. Using the continuum of support framework, our school will identify pupils' educational needs which include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties.

2. Meeting children's diverse learning needs

We take into account the different backgrounds, experiences, interests and strengths that influence the way in which children learn when we plan our approaches to teaching and learning.

3. Overcoming barriers to learning and assessment

We recognise that some children will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements and support. Our SEN policy envisages a whole school approach that takes into account the roles of the Board of Management, the principal, class teacher, special education teacher and the parents.

4.0 Identification, provision, monitoring and review of progress of pupils who require additional teaching support

The 6 point action plan shown below is utilised to provide guidance for the identification, allocation, monitoring and review of additional teaching supports for pupils with special educational needs.

Planning Template to Guide the Allocation of Additional Teaching Supports for Pupils with Special Educational Needs (Primary Guidelines, P19-20)

Action 1: Identification of pupils with special educational needs	Review existing information on pupils' needs, using school-based data and any information from parents and external professionals. 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).
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	Identify all pupils with special educational needs in the school. Match their needs to the appropriate level on the Continuum of Support.
Action 2: Setting targets	Based on individual needs, set clear learning targets for each pupil at each level of the continuum of support.
Action 3: Planning teaching methods and approaches	Identify the level and type of intervention required to meet targets for each pupil on the continuum of support. Schools should consider methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, team-teaching and small group teaching. They should also be mindful that the interventions and supports that they are using are evidence-informed.
Action 4: Organising early intervention and prevention programmes	Based on identified needs, choose evidence-informed early intervention/prevention programmes to address concerns. Identify time needed and staffing commitment required.
Action 5: Organising and deploying special education teaching resources	Cross-reference the needs of pupils at school support and school support plus levels and consider common needs that can be met by grouping to ensure effective and efficient teaching and learning approaches. Agree which teacher(s) will cater for these groups/individuals and when and where the teaching will take place. Be mindful of the requirement that pupils with the greatest level of need should receive the greatest level of support from teachers with relevant expertise.
Action 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: <ul style="list-style-type: none"> • At whole-school and classroom support level by all teachers • At the school support and school support plus levels by class teachers and special education teachers.

Fossa National School uses the three step process recommended in the Department of Education’s Guidelines (DES, 2017b) to enable identification, intervention and monitoring of outcomes for pupils with special educational needs. The first step is to identify pupils requiring support. The second step is to plan interventions to meet those needs. The third step is to monitor and record outcomes for pupils with special educational needs. Fossa National School uses the Continuum of Support (DES, 2007a) to provide a framework to carry out this process.

5.0 The Continuum of Support

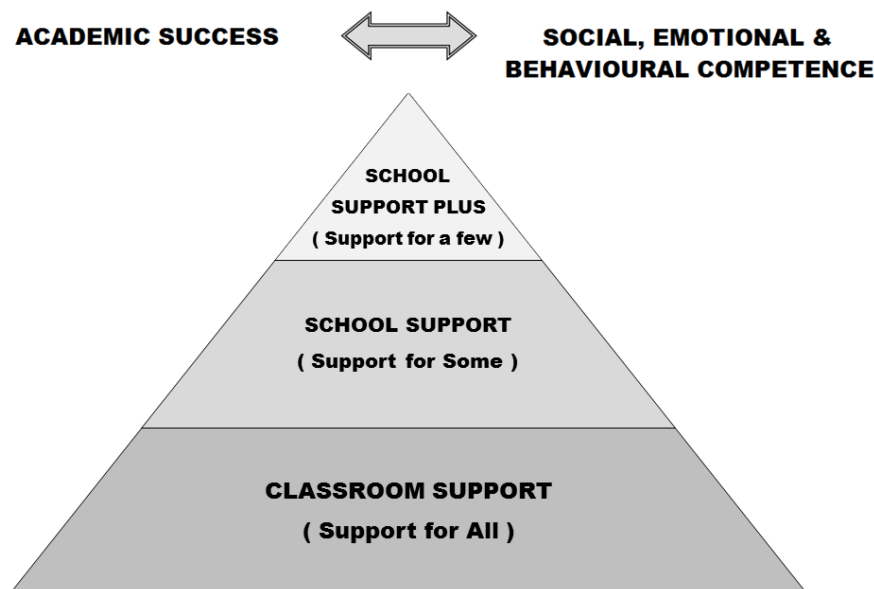
The Continuum of Support framework recognises that special educational needs occur along a continuum, ranging from mild to severe, and from transient to long term, and that pupils require different levels of support depending on their identified educational needs. Using this

framework helps us to ensure that interventions are incremental, moving from class-based interventions to more intensive and individualised support, and that they are informed by careful monitoring of progress.

The Continuum of Support is a problem-solving model of assessment and intervention that enables us to gather and analyse data, as well as to plan and review the progress of individual pupils.

The Continuum of Support framework is used to identify pupils' educational needs including: academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties.

The Continuum of Support enables school staff to identify and respond to needs in a flexible way. This means that needs can be responded to as early as possible. Pupils with the greatest level of need will have access to the greatest level of support. This approach is supported by information and engagement with external professionals, as required. The diagram below illustrates the three levels of support suggested by the Continuum of Support.



5.1 Classroom Support Stage

The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class. The classroom support plan is developed and / or adjusted over time for those pupils who do not respond appropriately to the differentiated programme. Following initial assessment of the pupils needs, the teacher will meet the pupil's parents. A plan will be drawn up which outlines the pupils additional educational needs and actions which will be taken to meet the pupil's needs. This may be informed by a variety of means such as: parental consultation; teacher observation records; teacher-designed measures /assessments; basic needs checklist; learning environment checklist; pupil consultation - My Thoughts About School Checklist; literacy, numeracy tests; language screening assessment. A Classroom Support plan runs for an agreed period of time and is subject to review. Class teachers implement this plan for a specified time. If progress remains satisfactory after reviews by teachers and parents, no further classroom support plans

may be necessary. If, after reviews and adjustments to the classroom support plan, it is agreed that the pupil is not making adequate progress, it may be decided that the school support stage of the continuum is initiated.

5.2 School Support Stage

This stage will be initiated if classroom support does not fully meet the pupil's special educational needs. The class teacher will involve the Special Education Team (SET) in the problem solving process at this point, enabling further systematic information gathering and the development of a school support plan.

At this stage the school support plan is devised and informed by means such as: teacher observation records; teacher-designed measures / assessments; parent and pupil interviews; learning environment checklist; diagnostic assessments, results of standardised tests, criterion referenced assessments, observation of learning style and observation of pupil in the classroom setting; formal observation of behaviour including ABC charts, frequency measures; functional assessment as appropriate, including screening measure for social, emotional and behavioural difficulties.

A support plan at this level may detail suitable teaching approaches including team-teaching, small group or individual tuition. A School Support Plan operates for an agreed period of time and is subject to review. The class teacher will inform the special education team of pupils at this stage of the continuum.

Depending on the nature of the needs, the additional teaching may be through team teaching, in a small group or individual or a combination of both, either in class or on a withdrawal basis. A School Support Plan will consist of describing the nature of the pupils learning difficulties, define specific teaching, learning and behavioural targets and set a time scale for review.

If a review of a pupil's school support plan indicates that the pupil's difficulties continue to create a significant barrier to their learning and/or socialisation, the pupil's needs shall be considered at school support plus level. However, if progress remains satisfactory, it may be decided, after one or a number of reviews, that the pupil no longer needs a school support plan and will revert back to a classroom support plan once more.

5.3 School Support Plus Stage

If a pupil's special educational needs are severe and/ or persistent and if school support does not fully meet their special educational needs, the school support plus stage will be initiated. Information from classroom support plans and school support plans will provide the starting point for problem solving at this level. At this stage of the continuum, a detailed, systematic approach to information gathering and assessment is required, using a broad range of formal and informal assessment tools, reports from outside professionals (as appropriate) and may include: teacher observation and teacher-designed measures; parent and pupil interviews; functional assessment; results of standardised testing such as measures of cognitive ability; social, emotional and behavioural functioning; adaptive functioning etc.; data generated from this process are then used to plan an appropriate intervention and can serve as a baseline against which to map progress.

A school support plus plan is likely to be more detailed, and to include longer term planning and consultation. This will generally involve personnel from outside the school team to support the problem solving approach. Such specialist advice may be sought from psychologists, paediatricians, speech and language therapists, etc. Support teachers and class teachers draw up a school support plus plan based on the systematic gathering of information from assessments and reports from relevant specialists, as well as classroom and school support plans. Parents and age-appropriate pupils should be involved in the development, implementation and review of the plan. External professionals may be involved in working with the pupil directly or they may act in an advisory capacity, supporting class teacher and the special education team, in implementing the plan.

A review of pupil's progress takes place with parents, support teacher and classroom teacher. Special Needs Assistants/Inclusion Support Assistants may contribute to the review process. The review should focus on:

1. Progress made by the pupil towards targets outlined in the school support plus plan.
2. Any new information and/or assessment results.
3. The effectiveness of the strategies/ methodologies used.
4. The effectiveness of the supports provided (individual, group, class) provided.
5. Further action required.

Following review, pupils may continue at the same level of support or revert to a lower level of support stage of the continuum.

While most pupils initial needs should be met through classroom based interventions, on rare occasions, a pupil may arrive at school with difficulties that are more significant or which are immediately recognised. In such a case, it may be more appropriate to begin at the school support stage or the school support plus stage of the continuum of support, depending upon the nature and degree of complexity of need.

6.0 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.

6.1 Student Support File

A Student Support File (DES/NEPS, 2017) is used in Fossa National School 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.

6.2 Target setting

Good target-setting is considered central to effective teaching and learning for pupils with special education needs. There are four guiding principles when devising targets for pupils. Targets should be: linked to assessment; strengths-based; linked to interventions; developed collaboratively.

Targets should be few in number, informed by priority learning needs and directly linked to suitable interventions. Targets should be based on the evidence collected through both formal and informal assessment approaches. Teachers should consult with parents when setting targets and reviewing progress. The views of pupils should also be included in this process, through their direct involvement in the discussion or by gathering their views in advance of the review process. This collaboration will help ensure that targets are relevant, meaningful, realistic, and that they draw on the strengths and interests of pupils.

Targets should be expressed in a way that is measurable and observable, and should reflect the specific special educational needs of individual pupils (for example, focus on social and emotional difficulties if that is a primary area of concern). While targets should be achievable within a specified time frame, they should also challenge and build on existing knowledge and address pupils' holistic needs.

7.0 Roles to meet the diverse learning needs of pupils

7.1 Board of Management

The BoM will fulfil its statutory duties towards pupils with special educational needs. Members will be knowledgeable about the school's SEN provision – funding, equipment and personnel. The BoM:

- Oversees the development, implementation and review of school policy on support for children with additional needs
- Provides adequate teaching resources
- Provides a secure facility for storage of records.

7.2 Principal

The principal has overall responsibility for the day-to-day management of provision. He will work closely with the SEN co-ordinator (the Deputy Principal) and will keep the BoM informed about the workings of this policy. It will be the role of the principal in collaboration with the SEN co-ordinator to:

- Develop inclusive whole-school policies and monitor their implementation.
- Assign staff strategically to teaching roles, including special education roles.
- Ensure that whole-school procedures are established to facilitate the effective involvement of parents, pupils and external professionals/agencies.
- Ensure that effective systems are implemented to identify pupils' needs and that progress is monitored.
- Facilitate the continuing professional development of all teachers in relation to education of pupils with special educational needs, and ensure that all school staff (class teachers, special education teachers and special needs assistants) are clear regarding their roles and responsibilities in this area.

7.3 Special Needs Co-ordinator

The Special Needs Co-ordinator in cooperation with the Principal will -

- Oversee the day-to-day operation of the SEN policy
- Co-ordinate provision for children with special educational needs
- Organise the timetable for support teaching
- Liaise with and advise fellow teachers
- Liaise with parents of children with special needs
- Monitor and evaluate SEN provision
- Keep a list of pupils who are receiving supplementary teaching
- Facilitate planning for class teacher with support teacher
- Keep teachers informed about the external assessment services that are available and the procedures to be followed for initial referrals
- Advise parents on procedures for availing of special needs services
- Selects children for psychological assessment in consultation with class and support teachers
- Liaise with external agencies such as NEPS to arrange assessments of children with SEN
- Liaise with SENO regarding all aspects of special education provision
- Monitors Storage arrangements for confidential information (Psychological Assessment Reports etc.) regarding SEN children and shares same with principal, class teachers, support teachers, SNAs, other agencies where appropriate.
- Along with the SET team participate in the drafting of the various Support plans
- Oversees arrangements exemptions from the study of Irish for pupils for whom this is appropriate.

7.4 Class Teacher

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. This will include adapting their teaching approaches for some pupils whose individual progress, application, motivation, communication, behaviour or interaction with peers are causes for concern. This may require targeted interventions. All mainstream class teachers will implement teaching approaches and methodologies that facilitate the meaningful inclusion of pupils with special educational needs. These include:

- In Class Support within mainstream classrooms
- Collaborative problem-solving activities
- Heterogeneous group work
- Differentiation
- Interventions to promote social and emotional competence (Several teachers are trained to deliver 'Friends for Life')
- 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 and pace of lessons to meet individual needs
- Adapting lessons to take account of pupils' interests
- Matching tasks to pupils' abilities and needs
- Adapting and utilising resources, including the use of technology
- Aspiring towards suitably challenging learning outcomes and assessing accordingly

Teachers can make lessons accessible to a broad range of pupils through the use of a variety of appropriate teaching approaches and methodologies, including active learning, small-group tuition, individual teaching, and scaffolded instruction. This may also require environmental adaptations to promote curricular access.

7.5 The Special Education Teacher

Special education teachers should be familiar with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs. Teaching approaches will include a combination of team-teaching initiatives, in class support, 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 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 when necessary.

- curriculum support
- social skills development
- fine/gross motor development
- communication and/or language development
- behaviour support programmes
- assistance with sensory regulation
- development of emotional support strategies
- a combination of some/all of the above

Special education teachers, in consultation with class teachers, should plan their interventions carefully to address pupils' priority learning needs and to achieve the targets identified in the relevant continuum of support plan. Short-term planning should reflect the support plan targets and should break down the development of skills and content into small incremental steps to address each pupil's specific needs. 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.

7.6 The Role of Special Needs Assistant

Special Needs Assistant's role is to support teachers in meeting the care needs of some children with SEN arising from a disability, as per Circular 0030/2014.

7.7 Parental Involvement

Good parental engagement is a critical factor in enhancing outcomes for pupils with special educational needs. Parental engagement is enhanced when parents are consulted in relation to their children's needs and strengths, on the supports and strategies being developed to support their children, and when they are involved in regular reviews of progress. The Continuum of Support process and use of the Student Support File provide valuable opportunities to engage with parents and to build a collaborative approach to identifying and responding to the needs of pupils with special educational needs.

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

The Parents/Guardians of the pupils of Fossa NS can prepare for and support the work of the school by:

- Supervising, assisting with, and signing homework.
- Reading and telling stories to their child/children.
- Listening to and giving supportive feedback on oral reading.

- Where their child is in receipt of supplementary teaching, implementing suggested home-based activities and discussing the outcomes with the child's teachers.
- Signing consent forms to the school regarding withdrawal for support teaching.
- Talking positively about school and school work.
- Keeping the class teacher informed of any home factors which may be affecting their child's progress.
- Participating in activities organised by the school that are designed to increase the involvement of parents in their children's learning.
- Helping children to develop their organisational skills.
- Helping children to look after school books and other resources which are loaned to the children for use at home.
- Supporting programmes and initiatives implemented by the school.

Additional Whole School Approaches to Support Pupils with Special Educational Needs

8.0 Prevention of Learning Difficulties and Early Intervention Programmes

Intensive early intervention programmes in the junior classes can be an effective means of improving literacy, numeracy, social and emotional competency levels, whilst preventing learning difficulties.

Our strategies for preventing learning difficulties are:

1. The use of agreed approaches to the teaching of literacy (following the Primary Language Curriculum) and numeracy in order to ensure progression and continuity from class to class.
2. Encouraging parental involvement to focus upon developing children's oral language and early reading skills.
3. Providing additional teaching support in language development and relevant early literacy skills.
4. On-going observation and assessment of language, literacy, numeracy and social skills of pupils in the infant classes to facilitate early identification of possible learning difficulties.
5. Agreed whole school strategies for spelling, reading comprehension, writing genres, mathematics problem solving and mathematical language, as per School Improvement Plan

Early intervention and prevention of learning difficulties is a vital component of school support in this school.

All pupils from junior infants to second class receive prevention of learning difficulties programmes in literacy and numeracy, to help mitigate the development of learning, social and emotional difficulties.

Pupils identified as experiencing learning difficulties in prevention programmes will be monitored and may receive additional teaching support, as necessary, as outlined on the continuum of support.

Intervention programmes should be carefully monitored to assess and record their impact on pupil progress, participation in learning and in school life.

9.0 Monitoring Progress

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

1. The use of ongoing observation and assessment of the language, literacy, numeracy and social skills of the pupils in the infant classes to facilitate early identification of possible learning difficulties.
2. Analysing the results of the following assessments:
 - Junior Infants- Early Literacy Test and Jolly Phonics Test (from May 2019)
 - Senior Infants- Drumcondra Test of Early Literacy Screening in May/ June each year and Jolly Phonics Test (from May 2019)
 - Senior Infants- Drumcondra Test of early Numeracy carried out in May/ June each year
 - 1st class – 6th class: Drumcondra Primary Reading carried out May/ June each year.
 - 1st class – 6th class: Drumcondra Primary Mathematics carried out in May/ June each year.
 - 2nd class- 6th class: Drumcondra Spelling test carried in May/ June each year.
3. The use of a tracking file for each pupil from junior infants to 6th class which includes work samples and assessment results.

10.0 Record Keeping

Each class teacher maintains Individual Pupil Profiles of each of their pupils in the classroom, adding new work samples and assessment results accordingly, along with continuum of support records, where applicable. These files are handed on to the subsequent teacher at the end of the year.

Results of standardised assessments and reports, along with Individual Pupil Profiles are stored in the school until the child reaches the age of twenty one.

Reports from outside agencies are stored securely in the child's file in school.

Fossa National School fulfils the Department of Education and Skills' requirement that standardised assessment in English reading and mathematics be administered on an annual

basis for pupils at the end of 2nd class and at the end of 4th class. We carry out this testing before the end of the school year. All results are uploaded to the online Aladdin database.

11.0 Fossa N.S. has the Following Assessments Available for Use

Early Screening Assessments for Infants

1. Early Literacy Test
2. Middle infants Screening Test (MIST)
3. Drumcondra Tests for Early Literacy carried out in May with Senior Infants.
4. Drumcondra Tests of Early Numeracy carried out in May with Senior Infants.
5. Basic Number Screening Test

Standardised Norm Referenced Assessments

1. Drumcondra Primary Reading Test
2. Drumcondra Primary Maths Test
3. Micra T test
4. Sigma T test
5. Non Reading Intelligent Test
6. Wechsler Individual Achievement Test (WIAT)
7. SCHONELL Spelling Test
8. SCHONELL Word Reading Test
9. Burt Word Reading Test
10. Parallel Spelling Test

Diagnostic Assessments

1. Phonological Abilities Test (Screening and Diagnostic)
2. Sound Linkage Test of Phonological Awareness (Screening and diagnostic)
3. Dyslexia Screening Test
4. Neale Analysis – Reading Test
5. Jolly Phonics Test
6. Diagnostic Reading Analysis.
7. Graded Non-Word Reading Test
8. Jacksons' Phonic Skills Test

Other Assessments Available

1. The Assessment of Basic Language and Learning Skills- Revised (ABLLR- R) (Partington, 2006)
2. The Verbal Behaviour Milestones Assessment and Placement Program (VBMAPP) (Sundberg, 2008)
3. Psychoeducational Profile, Third Edition (PEP- 3) (Schopler, et al., 2005)

4. Social Communication Emotional Regulation Transactional Support (SCERTS) Assessment Process (Prizant et al., 2007)

12.0 Time-Tabling for Additional Teaching Support

The additional teaching that children receive supports their class programmes. It is important that pupils do not miss out on the same curricular area each time they receive additional teaching support.

13.0 Continuing Professional Development (CPD)

A whole- school approach to the education of pupils requiring additional support is adopted in Fossa National School. Staff are actively encouraged to engage in CPD and training for staff members is facilitated when required. Support and advice is available for teachers and all staff are informed of opportunities for ongoing professional development and support. Resources and support materials are continually being developed and are shared with all staff.

14.0 Procedures for Procurement / Provision of Resources for Pupils with Special Educational Needs

On recommendation from a specialist, specialised equipment and resources for pupils may be purchased by school (with permission from the Board of Management). At the end of each school year, resources such as sloped writing boards, move and sit cushions and other equipment required by individual pupils will be passed onto the next class teacher. Class teachers will have access to resources from the support team should they wish.

15.0 Approaches to Involving Parents and Outside Personnel

Effective communication with parents is critically important to the success of support programmes. Parents are free, at any time, to make an appointment with the class teacher, support teacher or principal to discuss any concern they may have. Parent/ teacher meetings will be held in November of each year. Parents are invited to attend planning meetings and reviews.

A sensitive approach to fulfilling the legal requirements to meeting with separated/divorced parents/guardians is used.

When concerns arise regarding a child, following consultation between class teacher and support teacher, parents will be contacted. When school support is recommended for a child, the parents must accept or decline the place in writing.

As regards other personnel, class teachers and support teachers will make arrangements to meet specialists involved, to obtain, and share information regarding the pupil.

16.0 Communication of Results of Standardised Tests to Parents

Parents are provided with results of standardised tests administered in the pupil's end of year report. Information is provided to parents to explain the use of STEN scores and the need for results not to be viewed in isolation.

17.0 Transfer/ Transition to Secondary School

It is the duty of the pupil(s)' parents to inform post- primary schools of their child's needs. Written consent from the parents will be sought prior to forwarding assessments/ reports to post- primary schools. Staff from local post- primary schools liaise with 6th class teacher and support teachers regarding pupils' needs. Advice from other professionals may be sought regarding introducing a Transition Programme for pupils with special educational needs. The class teacher and support teachers assist the pupil in engaging with these programmes. A transition passport is completed for sixth class pupils.

18.0 Health and Safety

All appropriate measures are taken to ensure the safety of all pupils in Fossa N.S. Should a pupil with acute safety needs enrol in the school, the health and safety policy will be reviewed accordingly.

19.0 Monitoring the Implementation of the School Policy on Additional Teaching Support

Monitoring the implementation of the school policy on additional teaching support is accomplished through discussion at staff meetings and regular informal meetings throughout the year with various groups.

20.0 Access to Policy

This policy is available in the school office, upon request.

21.0 Enrolment

The school aims to meet the needs of any child whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. The Education of Persons with Disabilities Act 2004 states that 'A child is entitled to attend the school which is most suited to his or her overall needs'. Parents are required to notify the school of their child's special needs in advance of enrolment. The Board of Management will request a copy of the child's medical or psychological report. No child will be refused admission solely on the grounds that s/he has SEN

22.0 Implementation and Review of School Policy on Special Education Needs Teaching

This policy is updated on an annual basis and revised every third year, or as circumstances may warrant.

23.0 Concluding Statement

This policy has been put in place to assist and guide the school in meeting the objectives for all of the pupils in its care. It was reviewed and updated on 19th February 2019. It will be reviewed in February 2022.

Signed Principal:_____

Date: 03/04/2019_____

Signed Chairperson Board of Management:_____

Date:_____

Appendix 1

DES/NEPS 2007a Special Educational Needs: A Continuum of Support: Teacher Guidelines.

DES/NEPS 2007b Special Educational Needs: A Continuum of Support: Resource Pack for Teachers.

DES 2014 Circular 0030/2014 The Special Needs Assistant (SNA) scheme to support teachers in meeting the care needs of some children with special educational needs, arising from a disability.

DES/NEPS (2017) School Support File

DES (2017a) Circular No 0013/2017

DES (2017b) Guidelines for Primary Schools Supporting Pupils with Special Educational Needs in Mainstream Schools.

NCSE 2006 Guidelines on the Individual Education Plan Process.

NEPS 2010 Behavioural, Emotional and Social Difficulties: A Continuum of Support.

NCSE 2013 Policy Advice Paper 4: Supporting Students with SEN in schools.

NCSE 2014 Delivery for Students with Special Educational Needs A better and more equitable way: A proposed new model for allocating teaching resources for students with special educational needs.