

# **Polasaí Oideachais Speisialta (Oideachas Breise) Additional Educational Needs Policy**

**Scoil Fhionáin**  
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**Uimhir Rolla: 17704H**



**Soláthar oideachais do dhaltaí le riachtanais breise/ School provision plan for children  
with additional educational needs**

**School Year: 2020/21                      Reviewed: (provisionally reviewed by Principal and  
SEN teachers on 16/10/18 agus le fócasghrúpa tuismitheorí/caomhnóirí ar an 29/5/19**

**Liúntas don scoilbhliain 2020/21: 63.5 uair; Gaeilge 12.5 uair**

<b>Ainm Mhúinteora</b>	<b>Uaireanta</b>	<b>Cur síos gairid ar Ról agus Dualgaisí</b>
Fiona Nic Giolla Chumhaill	25	Ag freastal ar dhaltáí ó ranganna naíonáin go 2
Niamh Ní Bhroin	25	Ag freastal ar dhaltáí ó ranganna 3 – 6
Claire Nic Pháidin	4	Cómhúinteoireacht ranga
Marcella Ní Cholla	4	Cómhúinteoireacht ranga
Clara Nic Suibhne	12.5 Gaeilge agus 2.5	Tacaíocht Ghaeilge- ábaltacht ar leith sa Ghaeilge agus cómhúinteoireacht ranga.

## **Réamhrá**

Bunscoil Ghaeltachta Chaitliceach í Scoil Fhionáin, scoil chomhoideachais . Cuireadh tús le haonad do dhaltaí le riachtanais uathachais i Meán Fómhair 2020 do dhaltaí an cheantair scoile.

Cruthaíodh an polasaí seo faoi dhualgaisí an Acht Oideachais 1998 agus na treorlínte leagtha amach sa Chontanam Tacaíochta 2017.

Bhí foireann na scoile pairteach in forbairt an pholasaí seo, a bhí daingnithe ag an mBord Bainistíochta agus rinneadh athbhreithniú air in Meán Fómhair 2018 agus Aibreán 2019/Meán Fómhair 2020.

Scoil Fhionain is a Catholic, Gaeltacht, co-educational primary school under the patronage of the Bishop of Raphoe. A new class for pupils with autism needs was founded in September 2020. The purpose of this SET policy is to provide practical guidance for teachers, parents and guardians on the provision of effective learning support to pupils experiencing low achievement / learning difficulties / behavioural, emotional challenges in order to fulfil our obligations under the Education Act 1998 and the guidelines set down in the new SET 2017. There are 7 classroom teachers, two fulltime SET teachers, a shared Múinteoir Tacú Gaeilge and an administrative principal in the school.

A separate policy exists to guide and inform with regard to our class for children with autism needs.

Faoi láthair tá an tacaíocht seo sa scoil, maidir le Cuntóirí Riachtanaisí Speisialta:

- ❑ 2 phost iomlán
- ❑ X3 Phost 0.83
- ❑ Post amháin 0.5

## **Implementation and Review**

The implementation of this policy commenced in September 2019. It will be reviewed at the end of every second school year, or as circumstances may warrant.

At the beginning of each school year, SET teachers will meet to discuss implications of policy and prioritise needs.

## **Communication**

This policy will be available on our school website (version for parents/guardians). All school policies will also be disseminated to parents/guardians through the medium of the school newsletter.

**The principal aim** of SET is to optimise the teaching and learning process so as to enable pupils with learning difficulties/ emotional/behavioural difficulties to achieve adequate levels of proficiency in literacy and numeracy before leaving primary school.

## **Specific Objectives of SET**

Through the implementation of this policy we strive to:

- ❑ Facilitate pupils to participate in the full curriculum for their class level

- ❑ Develop positive self-esteem and positive attitudes to school and learning
- ❑ Enable pupils to monitor their own learning and become independent learners within their own ability
- ❑ Involve parents in supporting their children's learning
- ❑ Promote collaboration among teachers.
- ❑ To liaise effectively with NEPS, Tusla and other agencies to provide support for children in need.

## **Guiding principles**

### **6 Principles to guide the implementation process (Primary Guidelines, p. 5)**

The school recognises that effective learning programmes are based on the following principles:

- Effective whole-school policies
- Whole school involvement
- Prevention of failure at infant level
- Provision of intensive early intervention up to and including second class
  
- Resources provided to support pupils with special educational needs should be used to facilitate the development of truly inclusive schools.
  
- Supports provided to pupils with special educational needs should be based on identified needs and be informed by regular reviews of progress (in consultation with parents and pupils) as outlined in the Continuum of Support Guidelines.
  
- The class teacher has primary responsibility for the progress and care of all pupils in the classroom, including pupils with special educational needs.
  
- Special education teaching supports provided to schools should be used solely for the support of pupils with identified special educational needs, including those pupils for whom English is an Additional Language (EAL). The special education teaching supports cannot be used to reduce the pupil-teacher ratio in mainstream classes. Neither can they be used to allow any special education teacher sole responsibility for the delivery of any curriculum subject to any particular class.
  
- 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.
  
- Schools with more than one support teacher should 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.

□

## **Prevention Strategies**

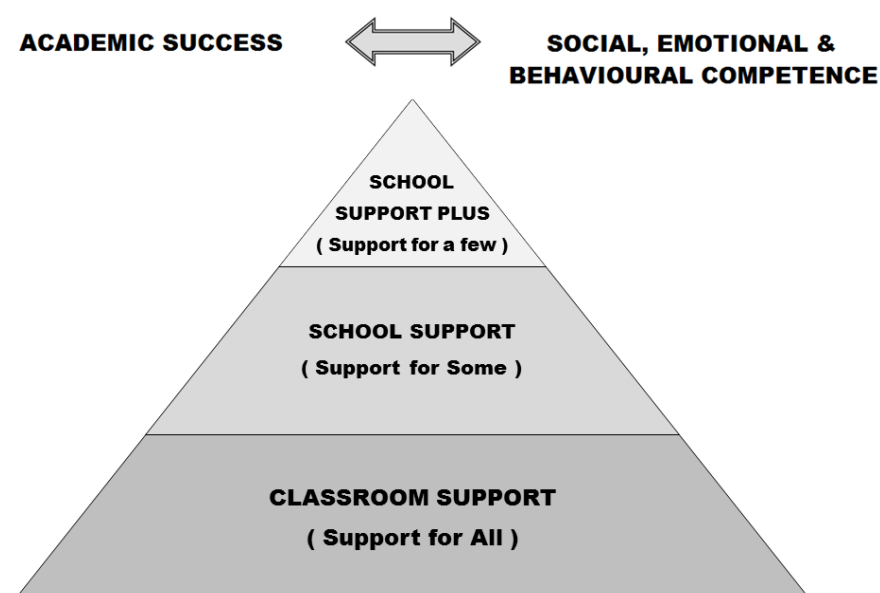
As a means of preventing the occurrence of learning difficulties as far as possible, the following strategies are being implemented:

- The development and implementation of agreed whole school approaches to languages development, e.g. phonological awareness, and to the teaching of other aspects of English
- Delay in introducing the formal process of reading as per the Revised Curriculum

- ❑ The development and implementation of agreed whole school approaches to the teaching of aspects of Maths, e.g. our whole school approach to the Language of Tables and Subtraction
- ❑ Promotion of parental understanding and involvement through their attendance at an induction meeting for the parents of incoming Junior Infants, the provision of the Tips for Parents booklet, the arrangement of formal and informal Parent-Teacher Meetings, and provision of regular school newsletter, as well as ongoing collaboration with Parents' Association
- ❑ Class based early intervention by the SET from Infants to Rang 2 resulting in the provision of additional individualised support. In JI this will be primarily focused at identification of pupils who may be in need of SET
- ❑ Ongoing observation and assessment of pupils by the Class Teacher.

## Identification of Needs through the Continuum of Support Process

### A Continuum of Support



**All class teachers must fill in Appendix 1, 2 and 3 for children identified on The Continuum of Support**

*Identification of Needs through the Continuum of Support Process - (Primary Guidelines, p.9-10)*

<b>Classroom Support</b>	<p>The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class. A classroom support plan is developed and / or adjusted over time for those pupils who do not respond appropriately to the differentiated programme.</p> <p>This is informed by:</p> <ul style="list-style-type: none"> <li>• Parental consultation</li> <li>• Teacher observation records</li> <li>• Teacher-designed measures /assessments</li> <li>• Basic needs checklist *</li> <li>• Learning environment checklist*</li> </ul>
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	<ul style="list-style-type: none"> <li>• Pupil consultation - My Thoughts About School Checklist</li> <li>• Literacy and numeracy tests</li> <li>• Screening tests of language skills</li> </ul> <p>A Classroom Support plan runs for an agreed period of time and is subject to review</p>
School Support	<p>At this level a Support Plan is devised and informed by:</p> <ul style="list-style-type: none"> <li>• Teacher observation records</li> <li>• Teacher-designed measures / assessments</li> <li>• Parent and pupil interviews</li> <li>• Learning environment checklist</li> <li>• Diagnostic assessments in literacy/numeracy</li> <li>• Formal observation of behaviour including ABC charts, frequency measures</li> <li>• Functional assessment as appropriate, including screening measure for social, emotional and behavioural difficulties</li> </ul> <p>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</p>
School Support Plus	<p>This level of the Continuum is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports from outside professionals (as appropriate) and may include:</p> <ul style="list-style-type: none"> <li>• Teacher observation and teacher-designed measures</li> <li>• Parent and pupil interviews</li> <li>• Functional assessment</li> <li>• Results of standardised testing such as measures of cognitive ability; social, emotional and behavioural functioning; adaptive functioning etc.</li> </ul> <p>Data generated from this process are then used to plan an appropriate intervention and can serve as a baseline against which to map progress. A support plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation</p>

\*These checklists are available in the Continuum of Support Guidelines for Teachers

### **In the allocation of places for SET the following are prioritised –School Support for Some**

- ❑ Priority for SET is given firstly to those pupils with complex care needs  
Then
  - ❑ The principle of Early Intervention applies, therefore pupils from Senior Infants to Second Class are given priority in the allocation of SET
  - ❑ In Junior infants pupils are screened using teacher observation initially
  - ❑ From Senior Infants upwards, all pupils are screened annually, using appropriate standardised tests. (Mist ) and Phonological Awareness. Our school has just begun to use MALT maths diagnostic tests, at both junior and senior level.
  - ❑ Priority for SET is given to those pupils who perform at or below the 36<sup>th</sup> Percentile. In the case of pupils performing at or below the 36<sup>th</sup> percentile, the screening process is followed by a consultative meeting between the Class Teacher, the SET and the parents concerning the pupil's performance, and SET is offered
1. Children from Rang 3-Rang 4 at or below the 36<sup>th</sup> percentile in literacy

2. Senior Infants, identified by the Class Teacher, through Teacher Observation and/or MIST or other screening instruments, as having difficulty in numeracy
3. Children from Rang 1 and Rang 2, at or below the 36<sup>th</sup> percentile in numeracy
4. Children from Rang 3 and Rang 4, at or below the 36<sup>th</sup> percentile in numeracy.
  - ❑ WIAT diagnostic test is used with senior pupils where a more detailed literacy assessment is required.

### **Provision of SET**

- ❑ The primary work of the SET is the provision of supplementary teaching to the pupils identified above
- ❑ The school year will be divided into 2 Instructional Terms of approximately 20 weeks each.
- ❑ One to one teaching may be provided where small group teaching has not been effective
- ❑ Classes will be intensive in terms of frequency
- ❑ A system of withdrawal and/or in-class support / team teaching will operate in response to the needs of the individual pupil
- ❑ The Class Teacher and the SET will meet to devise a Support Plan in consultation with the Principal and parents. The pupil involved can also contribute to setting their own short-term targets
- ❑ The SET will maintain the following documentation in individualised files:
  1. Support Plans
  2. Short term planning and programme record
  3. Other records, e.g. tape recordings of oral work
  4. Test results
  5. Samples of written work
  6. Reading analysis records.

### **Student Support Plan**

The Student Support Plan will be in accordance with the New SET Guidelines 2017

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

- ❑ Details from the Class Teacher
- ❑ Assessment Results
- ❑ Other relevant information, e.g. reports from other agencies
- ❑ Learning strengths and attainments
- ❑ Priority Learning Needs
- ❑ Learning Targets
- ❑ Class based Learning Activities
- ❑ Supplementary support activities to include ICT
- ❑ Home Support Activities.
- ❑ Review date

Each plan will be monitored through teacher observation / parental feedback/ professional feedback from NEPS if involved; the keeping of planning and progress records and through the pupil's own feedback.

A detailed review will take place at the end of each Instructional Term. The SET and/or the Class Teacher will meet the parents to discuss the child's progress in the light of the review.

### **SET don Ghaeilge**

De bharr an Polasaí Úr Scéim Aitheantas Scoileanna Gaeltachta, beidh tacaíocht a thabhairt i mbliana sa Ghaeilge sna bunranganna – beidh seo ag díriú isteach ar an fhoclóir agus teanga ó Bhéal ar dtús.

### **Timetabling**

- ❑ The provision of SET is in addition to the regular class teaching in English and Maths
- ❑ Effort is made to ensure that pupils do not miss out on the same curricular each time they attend SET. A flexible approach to timetabling is adopted by the Class Teacher, though class disruption must be minimised.
- ❑ The provision of SET may include withdrawal of pupils from their classroom and/or in-class tuition / team teaching / Power Hour
- ❑ In class support, if appropriate, will be jointly designed and monitored by the Class Teacher and the SET.

### **Provision of Resources**

- ❑ Resources for the provision of SET include a variety of textbooks, library books and ancillary materials and oral language development materials. A variety of testing materials are also in use which include standardised, diagnostic, screening, reading experience, reading attainment, phonological awareness and Maths attainment.
- ❑ Following consultation between the SET, Principal and Class Teacher, funding for materials may be provided from the learning support Grant, materials Grant, and/or funding that may be available through the Board of Management
- ❑ SET materials will be primarily be used in the SET Rooms. These resources may be made available to Class Teachers following consultation with the SET.

### **Continuing and Discontinuing SET**

- ❑ In general, children should not stay for more than 2 years in SET, unless they are still at or below the 36<sup>th</sup> Percentile
- ❑ Following the end of Instructional Term review as detailed above, a decision is made to continue/discontinue the provision of SET.
- ❑ The decision making process involves consultation between the Class Teacher, the SET, and the pupil's parents, and account is also taken of the overall SET demands in the school.
- ❑ The criteria on which the decision will be made include:
  1. A consideration as to whether the pupil has achieved some/all of the learning targets set
  2. A 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 SET will result in a revision of the Pupil's Support Plan.

### **Referral to out of School Agencies – School Support Plus plan**

- ❑ The SET / Principal co-ordinates the referral of pupils to outside agencies, e.g. Educational Psychologist
- ❑ The Principal and/or SET and/or Class Teacher meet with the parents to discuss the need for the referral and to seek consent
- ❑ The Class Teacher completes the necessary referral form in consultation with the appropriate school personnel.
- ❑ The external professional visits the school to meet with the pupil, parents, principal, Class Teacher and the SET as appropriate, and the assessment is conducted
- ❑ This is followed by a return visit at which findings are discussed, recommendations are considered and an appropriate response is agreed.



- ❑ Where concern arises regarding the manner of speed of the follow-through post assessment, such concern is pursued by the Principal with the out of school agency concerned.

### **Staff Roles and Responsibilities**

Special Education is a collaborative responsibility shared by all partners in the learning experiences. It is important that all partners contribute in the planning and implementation of our school plan on learning support.

### **Board of Management**

The role of the Board of Management is to:

- ❑ Oversee the development, implementation and review of the provision of Learning Support in the school
- ❑ Ensure adequate classroom accommodation and teaching resources are provided for the Special Education
- ❑ Provide a secure facility for storage of records in relation to pupils in receipt of SET
- ❑ Budget for ongoing support for Professional Development in SET

### **Principal**

The role of the principal is to :

- ❑ Assume overall responsibility for the development and implementation of the school's policy on SET in co-operation with the Board of Management, Teachers, parents and children
- ❑ Work with teachers and parents in the development of the school plan on SET in the context of Special Needs Education
- ❑ Monitor the implementation of the school plan on SET on an ongoing basis
- ❑ Monitor the selection of pupils for SET, ensuring that this service is focused on the pupils with complex care needs and lowest levels of achievement
- ❑ Assume direct responsibility for co-ordination SET in the context of Special Needs Services
- ❑ Oversee the implementation of a whole-school assessment and screening programme to identify pupils with very low achievement and learning difficulties so that these pupils can be provided with the support they need
- ❑ Keep teachers informed about the external assessment service that are available and the procedure to be followed in initiation referrals
- ❑ Help teachers increase their knowledge and skills in the area of learning support.

### **Class Teacher**

The class teacher has primary responsibility for the progress of all pupils in his/her class, including those selected for SET. In supporting the development and implementation of the school plan on SET, the class teacher should:

- ❑ Implement teaching programmes which optimise the learning of all pupils and to the greatest extent possible prevent the emergence of learning difficulties
- ❑ Implement the school policies on screening and selecting pupils for SET in English and Maths by co-operating and assisting with the administration and scoring of appropriate screening measures
- ❑ For each pupil who is in receipt of SET, to collaborate with the SET in the development of a Pupil Support Plan by identifying appropriate learning targets and by organising classroom activities to achieve these targets
- ❑ For each pupil who is in receipt of SET, to adjust the classroom programmes in line with the agreed learning targets and activities

With regard to teaching pupils with low achievement, the following general approaches and methods are recommended:

- ❑ Such children should be prioritised when accessing information from previous class teacher
- ❑ Priority when establishing parental contact
- ❑ Group teaching
- ❑ Modify presentation and questioning techniques to maximise the involvement of pupils with low achievement in class activities
- ❑ Placing emphasis on oral language development across the curriculum
- ❑ Providing pupils with extra tutoring in the key basic skills in literacy and numeracy
- ❑ Setting learning targets at an appropriate level
- ❑ Providing learning activities and material which are suitably challenging but which also ensure success and progress
- ❑ Carrying out error analyses of a pupil's work to pinpoint specific areas of difficulty
- ❑ Setting up 'buddy systems' in class (high achievers collaboratively working with low achievers, e.g. peer tutoring / paired reading)
- ❑ Applying assessments and tests which offer challenge and opportunities for success to children of all levels of achievement.

A key role of successful SET is a very high level of consultation and co-operation between the Class Teacher and the SET. Central to this consultation is the development, implementation and review of Student Support Plans

### **Special Education Teachers**

The role of the SET is to:

- ❑ Develop an Student Support Plans for each pupils who is selected for SET in consultation with the Class Teacher and parents
- ❑ Maintain and planning and progress record or equivalent for each individual or group of pupils in receipt of SET
- ❑ Provide teaching in English and Maths to pupils in the school who experience low achievement, in accordance with the school's selection criteria
- ❑ Contribute to the development of policy on SET at whole school level
- ❑ Provide advice to the Class Teachers in such areas as individual pupils assessment and programme planning, as well as approaches to language development, reading, writing and mathematics for pupils experiencing difficulties
- ❑ Contribute at school level to decision making regarding the purchase of learning resource books and materials to be made available to pupils with learning difficulties in their mainstream classrooms and in the Learning Support room
- ❑ Perform a defined role in co-ordinating the provision of Special Needs and SET in the school
- ❑ Liaise with external agencies such as psychologist to arrange assessments and special provision for pupils with special needs
- ❑ Maintain a list of pupils who are receiving SET support
- ❑ Track the progress pupils who have discontinued SET.

### **Parents**

The role of parents supporting the Learning Support for their children is vital to its success. Specifically, parents contribute through:

- ❑ Regular communication with the Class Teacher and SET
- ❑ Creating a home environment where literacy can thrive
- ❑ Fostering positive attitudes about school and learning in the child
- ❑ Participation in shared reading programme
- ❑ Encouraging the child to visit library
- ❑ Developing the child's oral language
- ❑ Developing the child's social mathematics

### **Communication Strategies**

The operation of an effective communication system between all the parties involved in meeting the learning needs of the child is considered essential. The various strands of the system include:

- ❑ Class Teacher and the SET following a low score on a screening test
- ❑ Principal and/or SET and/or Class Teacher and parents following a low score on a screening test, including the seeking of approval of further diagnostic assessment and/or provision of supplementary teaching
- ❑ Regular communication between the SET and the Class Teacher, through the weekly completion of the *Classroom Work Schedule in English and Maths* and the participation in formal and informal meetings
- ❑ Regular communication between the SET and parents

### **Success Criteria**

The school wide implementation of this policy will result in enhancement of pupils learning in the following ways:

- ❑ Improved standards of academic achievement with the pupil's individual learning programme
- ❑ Enabling the discontinuation of the provision of SET based on positive assessment results
- ❑ Enhanced parental involvement in supporting their child's learning needs
- ❑ Increased opportunities for effective communication between school personnel in relation to pupil's progress
- ❑ SET provision continuously focused on children from Junior Infants to Rang 2 / Children with complex care needs and children 3<sup>rd</sup> to 6<sup>th</sup> performing below 36<sup>th</sup> percentile in Standardised Tests

### **Children with Complex Care Needs - School Support Plus Plan**

The SET helps to provide an education which meets the needs and abilities of children assessed as having difficulties. In addition, the SET should advise and liaise with other teachers, parents and other professionals in the children's interests. More specifically, the Resource Teacher has responsibility for:

- Developing an individual Support Plan for each pupil in consultation with other partners in education
- Assessing and recording the child's needs and progress
- Setting specific, time-related targets for each child and agreeing these with the class teacher and principal
- Direct teaching of the child, either in a separate room or within the mainstream class
- Team teaching when the child concerned will derive benefit from it
- Advising class teachers in regard to adapting the curriculum, teaching strategies, textbooks, ICT and other related matters
- Meeting and advising parents, when necessary, accompanied by the class teacher as necessary
- Meeting with other relevant professionals, in the child's interests, eg psychologist, speech and language therapist, visiting teachers.

### **Role of Class Teacher, Parents, Principal, Board of Management**

The role of all the above in the education of children who have been allocated resource teaching is as in the preceding section, i.e. the section on Learning Support.

## **Integration of Children with a Disability and/or Special Education Needs in Scoil Fhionáin**

### **Enrolment of children with a disability and/or special education need**

Application for all children, including children with a disability and/or other special education needs, is governed at all times by the school's current Enrolment Policy.. However, the attention of parents of children with a disability and/or other special education needs is also drawn to the following points:

- ❑ Scoil Fhionáin is an 'ordinary' mainstream school, and has higher pupil/teacher ratios such as those that apply in 'special' schools
- ❑ In general, the teachers in our school are trained and qualified to teach in mainstream education. They do not, in general, have any Special Education Needs Teacher Training, experience, or Qualifications, such as teachers in special schools have
- ❑ While pupils with special needs can be integrated into a mainstream class, and may be supported by a Special Needs Assistant and SET, as allowed by the DES, this is not the same as the intensive one to one teaching s/he would enjoy in a special school
- ❑ An ordinary mainstream school does not have ancillary services enjoyed by special schools, such as speech therapy, occupational therapy, physiotherapy
- ❑ The school does not currently have facilities specially adapted for pupils with physical disability, although the school is fully committed to the provision of these, should any pupil need same, and subject to funding by the DES
- ❑ A child with special needs integrated into an ordinary mainstream class will by the nature of such integration experience the normal day to day happenings, determined by the reality of school life, and the existing customs and practices. Every child in the school, including those with a disability and /or special educational needs is bound by school policies both in existence and those developed from time to time by the Staff and Board of Management. The school cannot offer any additional tuition, support and supervision beyond that which is offered to any other pupil in the school, at times other than when the school is in operation during the normal school year. The Class Teacher, SET and Special Needs Assistant (if any) will periodically be required to participate at Staff Development and Curriculum Training Courses, Such professional development events take place within the existing school year, and all the children, including pupils with a disability and/or special educational needs are in the care of their parents at the times. Such extraordinary closures will be notified to parents of all pupils through the medium of the school newsletter, Eolas, as well as through regular notices to parents.
- ❑ A child with a disability and/or special educational needs integrated into an ordinary mainstream class will not have any separate or additional provisions put into place from his peers in the event of staff illness, absences or whole school events such as school visits, parish liturgy etc
- ❑ From year to year the allocation of teachers to classes is focused on the needs of the whole school, and consequently the school cannot guarantee long term continuity or predictability in personnel.

Notwithstanding the above points, the school is committed to providing the best possible educational service to pupils with a disability/ special educational needs. To ensure this, we require:

- ❑ A close level of co-operation between parents/guardians, the Class Teacher, and any other school personnel assigned to support the child.
- ❑ To enable us to provide the best services for the pupil, and to access any additional support/s that may be available, we require parents to supply the school with copies

of the most recent psychological and medical reports prior to enrolment. These will be treated in the utmost confidence at all times

- ❑ Copies of all relevant assessments and reports should be supplied to the school as these become available, on an ongoing basis
- ❑ An assurance from parents that they understand that our responsibility as a school is primarily to ALL the children in our care, and that therefore if it becomes apparent to either/both the teachers and parents that the integration of an individual child with a disability and/or special educational needs is having an ongoing detrimental effect on the education of the other children in the class or school, the Board of Management reserves the right to review the enrolment of the individual child.

The SEN Policy will be reviewed every two years or when the need arises.

This SEN Policy was ratified by the Board of Management of Scoil Fhionáin on

Date \_\_\_\_\_ Signed \_\_\_\_\_ Chairperson  
BOM

## ***Appendix 1***

***Pupils with Special Educational Needs who are in receipt of interventions through the Continuum of Support Framework ( to be completed by all class teachers and SET)***

Appendix 2 Scoil Fhionáin

Classroom Support				
Pupil Name	Class	Description of SEN	Nature of Supports Literacy, numeracy, social, emotional,	Focus of Support In-class, withdrawal in small groups or
School Support				
Pupil Name	Class	Description of SEN	Nature of Support	Focus of Support
School Support Plus				
Pupil Name	Class	Description of SEN	Nature of Support	Focus of Support

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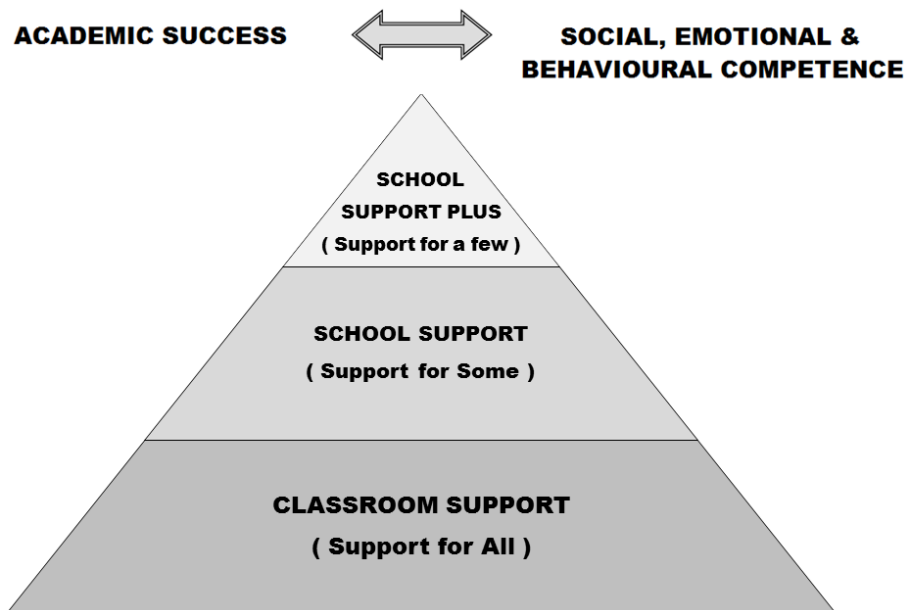


STUDENT SUPPORT FILE	
Name of Student	
Date of Birth	
School	
Date File Opened	
Date File Closed	

**A Continuum of Support**

**A Continuum of Support**





*Developing a student support plan is the outcome of a problem solving process, involving school staff, parent(s)/ guardian(s) and the student. We start by identifying concerns, we gather information, we put together a plan and we review it.*

## Student Support File, Log of Actions

Date

## Actions

[illegible]

Support Checklist		
Name:	Age:	Class:
General Information	Date Checked	Comments
1. Parents/ Guardians Consulted		
2. Information from previous school/preschool gathered		
3. Hearing		
4. Vision		
5. Medical Needs		
6. Basic Needs Checklist completed		
7. Assessment of learning- screening		
8. Observation of learning style/approach to learning		
9. Observation of behaviour		
10. Interview with pupil		
11. Classroom work differentiated?		
12. Learning environment adapted?		
13. Yard/school environments adapted?		
14. Informal or formal consultation/advice with outside professionals?		
15. Advice given by learning support/resource teacher or other school staff?		
16. Other interventions put in place in school?		
<b>Action needed</b>		
<i>Helpful references: SEN: A Continuum of Support: Resource Pack for Teachers, pp. 13-16, 18 to 20; BESD: A Continuum of Support, p 7; A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers, pp32-36; Student Support Teams in Post-Primary Schools, pp20</i>		

# SUPPORT PLAN\*

Classroom Support  
School Support (Support for SOME)  
School Support Plus (Support for A FEW)

## To be completed by the teacher(s).

For help, see *SEN: A Continuum of Support - Guidelines for Teachers: BESD: A Continuum of Support – Guidelines for Teachers* pp.71-74; *A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers*, pp. 51, 53, 54, 57.

Student's name		Age	
Lead teacher		Class/year	
Start date of plan			
Review date of plan			
Student's strengths and interests			
Priority concerns			
Possible reasons for concerns			
Targets for the student			
Strategies to help the student achieve the targets			
Staff involved and resources needed			
Signature of parent(s)/ guardian(s)			
Signature of teacher			

\*A consultation with a NEPS psychologist/ other professionals may contribute to this plan.

# SUPPORT REVIEW RECORD\*

Classroom Support  
School Support (Support for SOME)  
School Support Plus (Support for A FEW)

## To be completed by the teacher(s) as a review of the plan and as a guide for future actions.

For help, see *SEN: A Continuum of Support - Guidelines for Teachers*; *BESD: A Continuum of Support – Guidelines for Teachers*; *A Continuum of Support for Post-Primary Schools, Resource pack for Teachers*; *Student Support Teams in Post-Primary Schools*.

Student's name	Class/ Year	
Names of those present at review	Date of Review	
What areas of the plan have been most successful and why?		
Since the start of the plan, has anything changed in relation to the original concerns? If so, what are these changes, and what have we learned from them?		
Have the student's needs changed since the start of the plan, and if so how?		
Recommended future actions – <i>what, how, who, when?</i>		
Any comments from the student?		
Any comments from the parent(s)/guardian(s) comment?		
Signature of parent(s)/ guardian(s)		
Signature of teacher(s)		

Outcome of review (tick as appropriate)			
	Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support		Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus
	Continue at Current Level of Support		Request consultation with other professionals

\*A consultation with a NEPS psychologist/ other professionals may contribute to this review.