

Special Educational Needs and Inclusion Policy

A whole school response to supporting students with additional educational needs in Sandymount Park ETSS 2023-2024

Purpose of this document

The purpose of this policy document is to provide practical guidance for teachers, parents, special needs assistants (SNAs) and other interested parties in the provision of effective learning support to pupils experiencing low achievement and/or learning difficulties as well as fulfilling our obligations under The Education Act 1998 and those sections of The Epsen Act 2004 which have been enacted. This policy also recognises the relevance and importance of current legislative documents, circulars, and Department of Education (DES) publications. Therefore, all teachers within the school should understand the importance of a whole school response to supporting students with special educational needs.

This policy was created by the SEN team in conjunction with school management. The policy builds on the work done to understand and accommodate any additional educational needs of the students attending Sandymount Park ETSS and aims to provide a framework by which these children can achieve a level of learning commensurate with their abilities and requirements for living a successful, fulfilling, and productive adult life. Our key aim is to develop in students a culture of lifelong learning and growth which celebrates the uniqueness and potential of each child. This policy aims to express the educational philosophy of the school inside the framework of the National Educational Psychology Service (NEPS) Continuum of Support.

Sandymount Park Vision, Mission, and Values

Sandymount Park ETSS supports the principle of inclusion, which underlies any policy for special educational needs.

Our mission is to ensure that:

- Our students with the greatest levels of need have access to the greatest level of support and whenever possible, these students are supported by teachers with relevant expertise who can provide continuity of support.
- The special education teaching supports provided are used solely for the support of students with identified special educational needs, including those students for whom English as an Additional Language (EAL).
- These special education teaching supports are not used to reduce the student-teacher ratio for general subject teaching or to provide additional subject options for students who do not have special education needs.
- The resources provided to support students with special educational needs are being used to facilitate the development of a truly inclusive school.
- Supports provided to students with special educational needs are based on identified needs and are informed by regular reviews of progress (in consultation with parents and students) as outlined in the Continuum of Support Guidelines.
- Our subject teachers have primary responsibility for the progress and care of all students in the classroom, including students with special educational needs.
- A core team of teachers and special need assistants has been established and maintained to meet the needs of our students with special educational needs.

- A core team of teachers and special needs assistants has been established and maintained to meet the needs of our students in our ASD class Glendalough.
- Our staff members have the necessary experience and access to continuing professional development to support the diverse needs of our students with special educational needs.

Aims and Objectives

- To facilitate the social, emotional, educational (including literacy and numeracy) and physical wellbeing of students with Special Educational Needs.
- To ensure that Sandymount Park ETSS is an inclusive learning environment that enables students with Special Educational Needs to live a full life and to realise their full potential as unique individuals through access to an appropriately broad and balanced curriculum.
- To enable students with Special Educational Needs to function as independently as possible in society through the provision of such educational supports as are necessary to realise that potential.
- To help students with Special Educational Needs develop the skills they need to continue learning in adult life.
- To ensure that parents/guardians are involved in decisions about their children's education.

Categories of SEN

The various categories of Special Educational Needs, the definitions of these categories, and the criteria for the allocation of additional resources and the procedures for application are set by the Department of Education and Skills (DES) and the National Council for Special Education (NCSE) and are as follows:

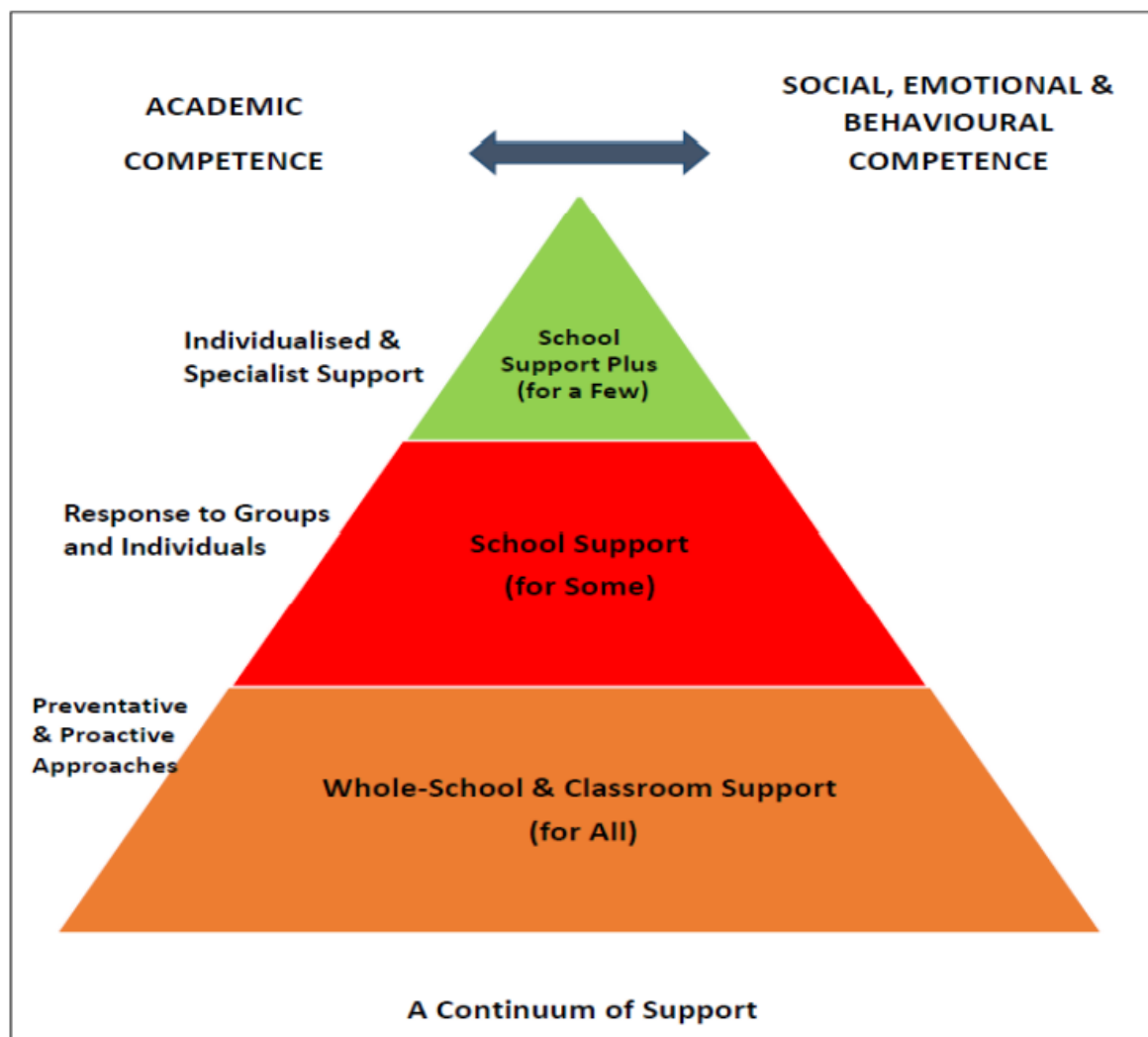
- Physical disability
- Hearing impairment
- Visual impairment
- Emotional disturbance and/or behaviour problems
- Severe emotional disturbance and/or behaviour problems
- Mild general learning disability
- Borderline general learning disability
- Specific learning disability
- Moderate general learning disability
- Severe or profound general learning disability
- Autism/autistic spectrum disorder
- Pupils with special educational needs arising from an assessed syndrome
- Specific speech and language disorder
- Multiple disabilities
- Gifted and Talented students

The Continuum of Support Framework

The school uses the Continuum of Support Framework set out by the Department of Education to identify and support children with additional needs. Like this framework, the school 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 additional needs.

By using this framework, it helps us implement a staged approach to ensure that our support and interventions are incremental, moving from class-based interventions to more intensive and individualised support, and 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. Identification of educational needs is central to our policy. By using the Continuum of Support framework, we can identify pupils' educational needs, to include academic, social, and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. This, in turn, allows us to identify and respond to needs in a flexible way.



The Continuum of Support suggests the following levels of support:

Classroom Support

Classroom Support is the most common, and typically the first response to emerging needs. It is a response for pupils who have distinct, or individual educational needs, and who require approaches to learning and/or behaviour which are additional to, or different from, those required by other pupils in their class.

Problem-solving at this level typically begins when a parent or teacher has concerns about an individual pupil. The teacher, tutor, progress leader, and parents discuss the nature of the problem and consider strategies which may be effective. Classroom Support incorporates the simple, informal problem-solving approaches commonly used by teachers to support emerging needs.

The classroom teacher records the differentiation required to meet the needs of identified students in the subject department stretching document and reviews over time to assess if these methods are working. The teacher will record log of actions and build a bank of evidence from both the classroom and homework. This includes not only curricular needs but also social, emotional, and behavioural needs.

The review stage should identify if the needs have been met, or if the student needs to remain on classroom support, or if input from the SEN department is required.

School Support

In some cases, interventions at classroom support level are not enough to fully meet the pupil's additional support needs. School Support may, therefore, be required. The class teacher needs to involve the SEN team in the problem-solving process at this point and it involves more systematic gathering of information and the development and monitoring of a Student Support Plan.

The class teacher fills in a referral form relaying their concerns about a student. The referral is brought to the Student Support Team where the needs of the child are assessed, and a student support plan may be developed.

School Support Plus

If a pupil's special educational needs are severe and/or persistent, they are likely to need intensive support. School Support Plus will generally involve personnel outside the school team in the problem solving, assessment and intervention process.

However, the information from Classroom and School Support work will provide the starting point for problem-solving at this level. Classroom support and school support will continue to be an important element of their individual support plan. The school support plan will reflect the move to school support plus.

Sandymount Park ETSS, with the approval of the Minister for Education, has established a class to provide an education exclusively for students with Autism/Autistic Spectrum Disorders. The special class provides an education exclusively for students with a definite diagnosis of Autism meeting DSM IV/V or ICD 10 diagnostic criteria and a recommendation that they require the support of a special class. It should be noted that fulfilling the enrolment eligibility does not necessarily guarantee the student a place in the ASD Special Class. The number of students in the class is limited to 6 places. Our

ASD class is called Glendalough. This policy should be read in conjunction with the Glendalough Handbook.

Student Support Plan

A Student Support Plan is devised for students with Special Education needs. All students involved in SEN support will have a tailored learning plan, with students with resource teaching hours or more complex needs having a more detailed Student Support Plan.

The Student Support Plan involves:

- Gathering Information: Personal/ Background details
- Educational details (primary school details/assessment and learning support details)
- Categorisation of need (assessment reports/ information attained from parents)
- General profile based on formal/informal assessment.
- SEN provision
- Priority Needs
- Setting targets for each priority learning need
- Identifying the strategies and resources required
- Relevant documentation
- Setting the date for review: A review occurs each academic year. However, it may occur more often dependent on student progress and circumstances

These SSP's aim to include the most relevant information in a clear and concise manner so that it functions practically as a working document.

SEN Team – Roles and Responsibilities

The overall responsibility for the provision of education to all students, including students with Special Educational Needs, lies with the Board of Management. Under current legislation, the principal of the school has the overall responsibility for ensuring that the special educational needs of students are met. To facilitate the organisation and provision of education for students with Special Educational Needs in Sandymount Park ETSS, we have identified both the internal and external SEN team members below.

Sandymount Park's Internal SEN Team

- Sandymount Park ETSS Board of Management
- Principal
- Deputy Principal
- Special Educational Needs Coordinator (SENCO)
- Special Education Teachers
- Mainstream Teachers
- Guidance Counsellor
- Special Needs Assistants (SNAs)
- Students

Sandymount Park's External SEN Team

- Parents
- External Agencies
- NEPS Psychologist

- External Support Services
- Special Education Needs Organiser (SENO)

Our Special Educational Needs support team provides an organisational structure to enable teachers in specialist roles related to inclusion and SEN to collaborate with one another and with mainstream teachers in an efficient and effective manner for the benefit of the students in their target groups.

The Board of Management

The BOM facilitates the inclusion of students with SEN through inclusive enrolment policies and by promoting inclusive whole school practice and procedures.

The role of the Board of Management is to:

- ensure that all students with SEN are identified and assessed.
- ensure that the school has an up-to-date SEN policy in place, monitor the implementation of that policy and ensure its evaluation.
- ensure that a board, balanced and differentiated curriculum is provided to ensure that students learn the skills necessary to participate in society.
- ensure that necessary resources are sought on behalf of students with SEN.
- ensure the development of positive partnerships with parents and other relevant agencies and ensure that parents are informed of their child's SEN and how these needs are being met.
- ensure that parents are consulted with regard to and invited to participate in the making of all significant decisions concerning their child's education.
- develop a whole school approach to literacy and numeracy under Section 14 of EPSEN.
- promote the inclusion by ensuring that an awareness of SEN is instilled in all of the school community

The Principal and Deputy Principal

The Principal and Deputy Principal have overall responsibility for ensuring that the special education needs of students are met. In this regard, they will work in close co-operation with the SEN Team. They must ensure that all teachers are aware of their responsibilities in relation to students with Special Educational Needs and must also arrange for the continuous professional development of staff in this regard.

In practice, much of this work in Sandymount Park is delegated to the SENCO and SEN Team with the ongoing support and involvement of the principal and the entire teaching staff.

The SEN Coordinator

The Special Needs Coordinator is responsible for co-ordinating the Special Needs Team in Sandymount Park ETSS and for ensuring the provision of special needs support for all students identified as having special needs.

The Special Educational Needs Coordinator in conjunction with the Principal:

- Oversees the day-to-day operation of our school's SEN policy, including formulation, implementation, and review.
- Supports our school's management team in terms of management and responsibility for the provision of SEN within the school.

- Formulates, assesses, and reviews the Yearly SEN Department Plan and the School Provision Plan.
- Liaises with management in allocating additional teaching hours to pupils, as appropriate i.e., team-teaching, small groups and/or one to one withdrawal.
- Advises management of pupils who have Irish exemptions as directed by a psychological assessment.
- Organises the continued testing of pupils on an annual and individual basis, where deemed necessary.
- Sources resources for use with SEN students.
- Seeks to identify students with specific learning difficulties.
- Keeps all records regarding student progress in the area of special needs education.
- Arranges educational assessments.
- Makes applications to SENO (SNA support, assistive technology, transport etc.).
- Is responsible for the School Provision Plan to be completed, monitored, and reviewed.
- Coordinates management and timetabling of the SEN team (team teachers/learning support teachers/SNAs).
- Liaises with SNAs.
- Liaises with and advise colleagues in relation to SEN.
- Liaises with the Guidance Counsellor (Anne is SENCO and GC)
- Coordinates the formulation, implementation, and review of Student Support Files.
- Monitors and tracks students with SEN.
- Coordinates provision for students with SEN e.g., withdrawal of students for individual/group instruction, in class support etc.
- Oversees the records/reports/register on students with SEN.
- Liaises with parents/guardians of students with SEN.
- Contributes to the in-service/upskilling of staff as appropriate.
- Facilitates the identification of Irish and third language exemptions.
- Assesses and tests students for eligibility for RACE.
- Coordinates and organises the application for Reasonable Accommodations in State Examinations (RACE).
- Liaises with feeder schools, teachers, and parents of incoming students.
- Liaises with external agencies and support services as appropriate including:
 - National Council for Special Education (NCSE)
 - Visiting Teachers Service National Education Psychological Service (NEPS)
 - State Examinations Commission (SEC)
 - Psychologists Speech and Language Therapists
 - Occupational Therapists
 - Dyslexia, Dyspraxia Associations
 - Autism Support Ireland
 - National Council for the Deaf
 - Childrens Network Disability Team

The Special Education Teachers

The role of the Special Education Teacher is:

- to be responsible for programme planning, consultation with parents, teachers and pupils, communication with the whole staff and for teaching, monitoring, and evaluating students' progress.
- to provide additional teaching support to students with low achievement in literacy or numeracy and to those with mild or transient difficulties in such areas as language, motor co-ordination, organisation, behaviour, socialisation, and attention. **Priority and high level of support will be given to students with the highest level of need.**
- to familiarise themselves with the Continuum of Support and put in place the required provision to the students (Support for some or Support for few)
- to liaise with the Subject Teacher in order to implement a plan that will benefit the student (modified exam papers, differentiated work) and provide support in specific areas.
- to familiarise themselves with this Department Handbook and use it as a reference to SEN guidelines.
- to be aware of their students' profiles and needs and teach and support them accordingly.
- to take an active role in the classroom during Team Teaching or In Class Inclusion. For each classroom intervention, a written comment should be added to the Student LS record file.
- to get involved in the writing process of the Student Support File, familiarise themselves with the targets and review the plan termly with the SEN coordinator.
- to plan lessons, programmes, interventions and record them on the Student 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 students 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.
- to complete the Student Review Report for each student in Feb and at the end of May.
- to record any incident, concern or discussion that may occur with a student or a parent during class/meeting and send it by email to SEN co-ordinator.
- to source resources for use with SEN students.

Depending on the learning needs identified, a student with special educational needs may be supported at classroom level or through mainstream classroom placement with additional teaching delivered through in-class or withdrawal support models.

Members of the SEN team should have the necessary experience and ongoing access to professional development to support the diverse needs of students. A special education needs team helps ensure that those students with the greatest level of need have access to support from teachers with the necessary experience and expertise.

The role of the special education needs team could include developing, implementing, and monitoring a whole-school approach to the education of students with special educational needs.

The Guidance Counsellor

The Guidance Counsellor assists students with Special Educational Needs in making career decisions and by coordinating the DARE applications. The Guidance Counsellor role within the SEN team consists largely of the following functions:

- Counselling in personal, educational and career development
- Personal and social development
- Psychological testing

- Career information management
- Consultation with parents and staff
- Consultation with community organisations
- Vocational preparation – job search skills, preparation for work experience
- Referrals to other professionals and agencies
- Evaluation of the guidance and counselling needs and services

The Subject Teachers

Mainstream teachers are obliged to make themselves aware of the special needs of students in their classes. Subject teachers have access to information that is relevant to the teaching or supervising of such students, via files that are shared on VShare, and on Teams with the permission of the SENCO, psychological reports which are kept in the Guidance Counsellors/ SEN office. A SEN register is shared with all staff at the beginning of the school year and regular updates and information are communicated via meetings, emails, and on Teams.

Subject teachers' role is also to:

- Implement teaching programmes which optimise the learning of all pupils and, to the greatest extent possible, highlight the emergence of learning difficulties
- Take responsibility for all students in their class cohort including SEN students
- Create a positive learning environment within the classroom
- Differentiate teaching strategies, approaches, and expectations to the range of experiences, abilities, needs and learning styles in their class
- Discuss outcomes of standardised testing with the SEN team to assist in the selection of children for supplementary teaching
- Meet with parents regarding any concerns about their child and update them regarding their progress
- Plan for the learning of students in receipt of in-class support
- Assist in the creation of Support Plans for those in receipt of Support Plus
- Familiarise themselves with Student Support Plans for their students
- Familiarise themselves with SEN reports for SEN students in their class cohort
- Liaise with and seek advice from their SEN Coordinator
- Utilise the SEN Referral form for identified needs
- Continue to engage in relevant CPD.

Parents

It is the parents'/guardians' responsibility to ensure that Sandymount Park ETSS is provided with timely access to professional reports that are critical to collaborative planning for students with Special Educational Needs. These should be supplied to the school in advance of enrolment or supplied when a new report becomes available. Parents should ensure that they are active participants in the formulation and review of Student Support plans and should attend all parent-teacher and general information meetings arranged by the school. Parents are encouraged to:

- Support the school policy.
- Provide support for homework and learning.

SEN students

Students with Special Educational Needs are involved in the development, implementation, and review of their Student Support Plan. The role of the student is to:

- Become familiar with the targets that have been set for them
- Develop 'ownership' of the skills and strategies that are taught during learning support classes and learn to apply these learning strategies and skills to improve their own learning
- Contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment

Special Needs Assistants

The school has an allocation of special needs assistants (SNA) whose brief is to provide care assistance to named students following the approval of the local SENO and whose specific duties are set out by the Principal. Special Needs Assistants are recruited specifically to assist pupils with disabilities in an educational context and are appointed to the school. SNAs may be involved in supporting the student both within the classroom and in the wider sphere of their personal and social education outside of the classroom. Their duties are assigned by the Principal/Deputy Principal and their work is supervised either by the Principal/Deputy Principal or another teacher as determined by the Principal/Deputy Principal.

The SNA should:

- Support the care needs of pupils in effectively accessing the curriculum
- Contribute to the quality of care and welfare of the pupils
- Support learning and teaching in the classroom
- Attend, where possible, training courses/workshops provided by the BOM
- Attend Student Support planning meetings and/or meetings with relevant professionals, when necessary
- Ensure the safety of the pupils with SEN in the schoolyard and be present for the duration of the yard breaks along with the teachers on duty
- Maintain a record of support provided to their SEN pupils
- Accompany SEN pupils to supplementary lessons when appropriate
- Assist the specific student in the classroom, corridor and through breaks
- Provide movement break and rest breaks/time-out when necessary
- Give assistance to a student when guided by a teacher
- Assist with the centres for Reasonable Accommodation in examinations

Bodies outside the school

- The Department of Education and Skills (DES)
- The National Council for Special Education
- The National Educational Psychological Service
- The National Council for Curriculum and Assessment (NCCA)
- TUSLA
- The Health Service Executive (HSE)
- Child and Adolescent Mental Health Services
- Pieta House
- Jigsaw
- Enable Ireland

Information Gathering and Assessment

To identify pupils who may require supplementary teaching, screening, including standardised testing, is carried out annually and further diagnostic testing may need to take place. The information gathered from these formal assessments is then used to inform decisions for allocating support and devising student support plans. Parents are requested to state on the school application form if their child has been assessed with a learning/emotional difficulty or has received Learning Support/Resource hours at primary level and to furnish the school with any reports of information relevant to the child's special educational needs. The purpose of this is solely to facilitate putting the necessary supports in place. Contact is initiated and maintained with primary schools to ensure information on the needs of students is passed on, and that the relationship with the Primary School will enhance the transition for students with special educational needs. When completing the school enrolment form, parents are required to agree to the dissemination from primary to post-primary and any outside agencies involved. Students complete CAT 4 assessments prior to entry.

Assessment and Screening Tests

Sandymount Park ETSS recognises that students have different learning support needs. The SEN department may wish to explore a student's learning needs by identifying areas of need through diagnostic assessments. Parents are asked for consent to diagnostic testing on the school enrolment form and will be contacted by the SEN team in relation to any assessments. Parents will receive an assessment report, or feedback, as appropriate. We continually review the assessment and screening tests that we use in order to balance the needs of our pupils and the need to provide information for appropriate support. Therefore, we may deviate from the below list prior to the review date of this policy.

Inventory of Test Materials – SEN & Guidance departments Screening Tests:

- Cognitive Abilities Test 4th Edition CAT IV (Incoming first year & 4th year)
- Wechsler Intelligence Scale for Children 3rd Edition (WIAT III)
- Detailed Assessment of Speed of Handwriting (DASH)
- Dyslexia Screener
- Dyscalculia Screener
- PDST Maths Assessment

This is not an exhaustive list and is subject to change.

Identification of those with SEN

Enrolling 1st Year Students

As per our school admission policy Sandymount Park ETSS welcomes students with Special Educational Needs (SEN) and endeavours to *“provide that the education of people with such needs shall wherever possible take place in an inclusive environment”* (Education for Persons with Special Needs Act 2004). The application process for a student with Special Educational Needs will be the same as that of any other applicant.

Following the conclusion of the enrolment process, it is necessary to determine which students have specific learning needs and plan for the learning of these students and the transition to secondary school of all students. Prior to entry, all parents/guardians are asked to complete a SEN School Transfer form which asks for information regarding each child's learning needs, previous assessments and interventions if present. Permission is also sought to allow Sandymount Park ETSS access to all relevant records from the Primary School. The Student Passport, supplied by the Primary School will also be available to the SENCO. Collaboration between primary and post-primary schools is also important in helping to identify those who might be at risk during transition, so that monitoring can be put in place for students who may have emerging needs.

Sometimes a student, who had been receiving School Support or learning support at primary school, may revert to Support for ALL in post-primary school. Equally, a student who had School Support or learning support in primary school, may need School Support Plus in post-primary school, perhaps due to the more complex structure of post primary education.

Other methods for the identification and assessment of enrolling incoming students include:

- School reports and any submitted assessments are analysed.
- Student Support Plan, if received from Primary School, is reviewed.
- The SEN coordinator may contact the student's primary school.
- Following commencement, teachers may refer a student to the SEN department for assessment.
- All students complete the Cognitive Abilities Test (CAT 4) which is a series of short tests to assess a student's reasoning abilities in key areas that support educational development and academic attainment.
- All students undertake a numeracy and literacy test in November of the year of entry – this may indicate that the student has learning needs.
- Through other diagnostic tests carried out by the SEN department.

Enrolling Students into other Years Prior to entry

Each student's parent/ guardian will be required to complete a SEN school transfer form. Following commencement, teachers may refer a student to the SEN department for assessment. The SEN Department reserve the right to complete assessments as required to identify students that may need support.

Enrolled Students

Sandymount Park follows the [Guidelines for Teachers in A Continuum of Support for Post-Primary Schools](#).

For most students with significant special educational needs in post primary schools, their difficulties have been identified during primary schooling and are well documented. For a smaller group of students, needs may emerge in post primary, perhaps arising out of an acquired injury, the more complex school environment, changes in home circumstances or perhaps needs may emerge as new students from abroad join the school community.

Mainstream teachers raise concerns to the SEN coordinator about a student who experiences literacy, numeracy, or emotional difficulties. The SEN coordinator then assesses the student, liaises with the parents/guardians and the principal for actions to be taken if support is needed. Information may also

be gleaned from an analysis of a student's assessments, parent referral, student request and through diagnostic test undertaken by the SEN department.

As per Circular 0014/2017, the Identification of Students for Support takes into account the following:

- Standardised tests can be used to screen and identify students' performance in reading and mathematics. Those students performing below the 10th percentile should be prioritised for support in literacy and numeracy.
- Students who were previously in receipt of supplementary teaching from a resource or learning support teacher and who continue to experience significant learning difficulties.
- Students who are identified as having significant needs through a process of ongoing assessment and intervention as set out in the Continuum of Support Process. This will be evidenced through school-based assessment of attainment and behavioural, social and emotional functioning and ongoing monitoring of learning outcomes. Schools should also take into account needs set out in professional reports, where available.
- Students with mild or transient educational needs including those associated with speech and language difficulties, social or emotional problems, or co-ordination or attention control difficulties.
- Students who have specific learning disabilities.
- Students with significant Special Educational Needs. For example, students with significant learning, behavioural, emotional, physical, and sensory needs. These students need additional teaching support because they require highly individualised and differentiated learning programmes that are tailored to their needs.
- Schools should also carefully consider the needs of other students who may present with a range of learning whose interaction may present a significant barrier to the students' learning and ability to access the curriculum.
- Students who have additional literacy or language learning needs including those students who need additional English Additional Language Support.

Assessment of Needs

Table 1 below outlines how a school can collect evidence about students' educational needs at each level of the Continuum of Support. This evidence can then be used to adapt teaching, to plan the next steps in students' learning and to gauge their responses to intervention. When data and information are carefully collected, shared, and compared, schools can identify and respond to those students who have special educational needs.

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

Whole-School and Classroom (Support for All)	The Post-Primary Continuum of Support contains a range of ideas and resources to assist in identification, intervention and monitoring of outcomes. The subject teacher considers how to differentiate the learning programme effectively to accommodate the needs of all students in the class. Identification of those needing additional support can be informed by: • Intake screening • Collection of information from primary schools, including Student Passport • Teacher observation • Teacher assessment • Learning Environment Checklist • Student Support Team involvement • Standardised tests of literacy/numeracy • Student consultation • Parental consultation Where students continue to present with significant difficulties, despite whole-school interventions (such as differentiated teaching, a mentoring programme or social skills group), School Support (for Some) is initiated.
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School Support (for Some)	At this level a Support Plan is devised and informed by: • Teacher observation records • Teacher-designed measures / assessments • Parent/student interview • Learning environment checklist • Diagnostic assessments in literacy/numeracy • Formal observation of behaviour including ABC charts, frequency measures • Functional assessment as appropriate, including screening measures for social, emotional and behavioural difficulties Support at this level can take many forms, for example: team-teaching, small group or individualised tuition, peer mentoring, inclusion in social skills groups, behaviour reward and consequence systems. A Support Plan operates for an agreed period of time and is subject to review.
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School Support Plus (for a Few)	At this level, subject teacher(s), parents and special education teachers, in collaboration with outside agencies, as required engage in a more detailed and systematic approach to information gathering and assessment. This involves using a broad range of formal and informal assessment and diagnostic tools, including teacher observation, student interview, measures of cognitive ability and social, emotional, behavioural and adaptive functioning, as appropriate. Data generated from this process are used to plan an appropriate intervention and serve as a baseline against which to map progress. A Support Plan at this level is likely to be more detailed, individualised, and to involve longer term planning and consultation.
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Types of Intervention

The **School Provision Plan** shows provision for all students identified on the Continuum of Support. It identifies the students with the greatest needs, shows the deployment of SETs and reflects the school's allocation as outlines on NCSE website.

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.

Students with the greatest levels of needs should have access to the greatest levels of support.

The range of interventions and resources used in Sandymount Park ETSS are outlined in the following table, this includes: Social and Emotional Learning, Self-management, Study Skills, Behaviour, Literacy, Numeracy and Medical.

	Social and Emotional Learning	Self-management and/or organisational skills	Life Skills	Regulation
School Support for All <i>Preventative and Proactive approaches</i>	• Transition and Induction • Links with primary schools • Primary passports • Information Evenings • Parent meetings • Code of Behaviour • Acceptable Use Policy • Anti-Bullying Policy • Teaching and Learning Culture • Wellbeing curriculum (CSPE, SPHE & PE) • Ethical Education curriculum • Tutor time each morning • Pastoral Care Team • Student Support Team • Critical Incident Response Team • Stand-Up Week • Themed Weeks • Get Up Stand Up Program • Wellbeing Coordinator • SEN Co-ordinator • Inclusion Co-ordinator • Teaching and Learning Co-ordinator • Digital Technologies Co-ordinator • Parent Liaison • Tutor check ins • Progress Leader check ins • Student referral form • Record systems • Student Target Sheets • Student Behaviour Tracker • Mental Health Awareness • Positive displays/students work/ photographs/ poster	• Colour coded timetables • Tutor support • Check and Connect • Speakers/workshops • Classroom routines • Graphic organisers/ mind maps • Journal • Timetable design • Expectations are shared • Positive relationships • Student Voice • Handouts • Co- Teaching • Reporting VSWare • Focus in reflection • Surveys and Focus Groups • Colour coded timetables • Movement breaks • Student tracking • Mentoring Intervention • Self-monitoring checklists • Behaviour trackers • Student Support Team • Pastoral Care Team • Teaching and Learning Culture	• Study Skills • Metacognition skills • Organisation of School trips/events • Work experience • Written and oral communication skills • Volunteering • Digital Learning • Charitable support and awareness • Pastoral Care Team • Student Support Team • Green Schools	• Teaching and Learning Culture • Student support team • Pastoral Care Team • Positive Relationships • Code of Behaviour • Restorative Culture • Positive reinforcement • Parent/guardian communication • Co- Teaching • Values Postcards

	• Parental engagement • Student voice • Student Council • Student led whole school activities • Student Awards • Weekly Values Postcards • Art Therapy • Mentoring Program • Festival of Learning • TY Portfolio & Interview			
School Support for Some <i>Interventions delivered at School Support/ Support f or SOME level to support students with SEN who are in receipt of additional interventions through the Continuum of Support Framework</i>	• Small group withdrawal • EAL support • Teacher and SNA observations • Student Support Plans • Behaviour Support Plans • Student referral system • Targeted interventions • Quiet space available at break and lunch times • Literacy initiatives • Numeracy initiatives • Friends Program • Amber Flag	• Student referral • Targeted support and intervention Surveys and Focus Groups • Colour coded timetables • Movement breaks • Self-monitoring checklist • Behaviour trackers • Student Support Team • Pastoral Care Team	• Study Skills • Metacognition skills • Student Referral • Targeted supports • Student Support Plans	• Student referral • Seating plans • Locker placement • SNA support for transitions, break, lunch, trips • Target setting and review • Behavioural interventions
School Support for Few <i>Interventions delivered at School Support Plus/ Support for Few level to support students with SEN who are in receipt of additional interventions through the Continuum of Support Framework and external professionals</i>	• Student Support Plans • Behaviour Support Plans • JC L2LPs • Input from NEPS / NCSE/ Lucena/CAMHS/SLT • Sensory Room • Glendalough ASD Class	• JC L2LPs • Student Support Plans • SNA supports to encourage independence	• Student Support Plans • Collaboration with outside agencies e.g., Speech and Language Therapist • JC L2LPs • Work experience • Lucena/CAMHS and NEPS support/ intervention	• Student Support Plans • Collaboration with outside agencies e.g., Education Welfare Officer • Target setting and review • Behavioural interventions • SNA support

	Literacy and Language	Numeracy	Physical and/or Sensory	Medical
School Support for All <i>Preventative and Proactive approaches</i>	• Key word banks • Teaching the language of subject/s • Word banks/Digital Dictionaries • Class discussions and debating • Presentations • Think/Pair/Share. • Wait time • JC CBA • Co-teaching • Scaffolding • Book Club • Sharing of learning intentions/keywords • Assistive technologies • CAT4 testing • Writing frames • Library • Co-teaching • PAD-E tests	• Common approaches • Sharing of learning intentions • Notes/content available on OneNote • CAT4 testing • Math week, • Key words • Numeracy links identified • PDST Competency Tests • Scaffolding • Co-teaching	• Audit of sensory and physical environment • Teachers made aware of student requirements • Seating plans • Large lockers, locker placement • Gym • Outdoor space	• Identified team members to administer general first aid as required • Incident Report Forms stored in the school office
School Support for Some <i>Interventions delivered at School Support/ Support for SOME level to support students with SEN who are in receipt of additional interventions through the Continuum of Support Framework</i>	• SEN department referral • EAL support • Vocabulary Enrichment Programme • Withdrawal from third language for some • Withdrawal from Irish if exempt • Keys words journal • Mind maps, graphic organisers • SEN department referral • Small group withdrawal • Vocabulary Enrichment Programme • SNIP • Toe-by-toe • RACE accommodations for state exams • Assistive technologies	• SEN department referral • Small group withdrawal • Pre-teaching class topics • Social maths/functional maths • Student Support Plans	• Sensory breaks • Movement breaks • Fidgets • Student Support Plans • Assistive technologies	• Identified team members to support identified students • Medication profiles on VSWare
School Support for Few <i>Interventions delivered at School Support Plus/ Support for Few level to support</i>	• Student Support Plans • Oral communication skills • Student Support Plans	• Student Support Plans • SNA support • One-to-one numeracy support	• Student Support Plans • SNA support • Collaboration with outside agencies • Assistive technology • Sensory Room	• SNA support • Medication stored securely for some students

<i>students with SEN who are in receipt of additional interventions through the Continuum of Support Framework and external professionals</i>	• One-to-one literacy support • SNA support • RACE accommodations for state exams • Assistive technologies • Glendalough ASD Class	• Organisational skills • Social maths/functional maths		
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Guidelines for Team Teaching and In Class Support

The learning support guidelines advocate placing a high priority on enhancing classroom-based learning through alternate groupings and providing shared teaching approaches in the pupil's classroom.

The main role of the learning support teacher is to provide supplementary teaching either in the pupils' own classrooms or in a learning support room.

For both Team Teaching and In Class Support settings, the Special Education Teacher is responsible for determining targets drawn in the Student Support Plan, implementing them, and reviewing them.

Team Teaching

Team teaching is '...a group of two or more teachers working together to plan, conduct and evaluate the learning activities for the same group of learners.' Goetz, 2000

Collaborative-teaching (co-teaching) is an instructional arrangement where two or more certified professionals share the responsibility of lesson planning, delivery of instruction, and progress monitoring (through a balanced assessment system) for all students.

- Co-Teachers collectively create goals for their work in bringing students to mastery of the standards.
- Co-Teachers plan for and simultaneously execute the delivery of instruction, using an agreed upon instructional approach and one of the four highly effective co-teach models.
- Co-Teachers assess student progress and adjust their teaching practices and instruction based on the student's needs in the classroom.
- Co-Teachers are responsible for providing differentiated instruction, interventions and enrichment within the classrooms for all students.
- Co-Teachers are consistently taking data regarding student academic and behavioural needs and using that data to improve their practices with meeting the individual needs of the students in the classroom.

Students to Consider: The use of the Co-Teach arrangement in the mainstream is considered a high level of support for students accessing the general curriculum. Co-Teach should be considered for those students who: require daily on-going support, for the entire duration of a class period, based on their qualifying areas of need, goals/objectives and modified assessments and have demonstrated a need for having two certified professionals in the classroom 100% of the duration of the class.

Planning: Once Co-Teachers have worked with their level or content teams to plan for instruction, the co-teachers will decide which co-teach model will be used to facilitate the learning. Using the co-teach

model planning guide, co-teachers will specify responsibilities, divide activities, address student learning styles, differentiate and incorporate choice into the lesson prior to the day of instruction.

Preparation: The co-taught class is supported by two qualified teachers; therefore, both shall participate in bringing the necessary materials/equipment to support all learners in the classroom toward mastering the objectives/standards.

Presentation: As both certified teachers have planned for the delivery of the instruction, both are fully involved in the execution of the plan. Using one of the four highly effective co-teach models, co-teachers operate together to provide rigorous, relevant instruction that allows for all students to master their academic goals.

Collaboration: Co-Teachers will collaborate often to discuss data and next steps regarding the daily classroom instruction.

In Class Support

In Class Support (ICS) is the support provided inside the general education classroom by a Special Education Teacher. ICS allows for specific, targeted interventions relating to the course content to take place during a specified duration of time.

Special Education teachers who provide supports in the mainstream classroom focus on the specific needs of the individuals that they are assigned to work with while understanding that other students may find the resources useful or helpful and therefore do not limit their services to one or two students but extend their services to assist all students who may benefit from what is being brought into the classroom.

Planning: The Special Education teacher providing ICS will have access to all content lesson plans at least one week prior to the lessons taking place in the classroom to prepare supports for individuals with special needs. The teachers providing ICS may or may not be a part of the planning of the lesson as the number of students being supported may have the Special Education staff member in multiple classrooms over the duration of a school day and class week.

Preparation: The teacher providing ICS is responsible for preparing and bringing into the classroom supportive materials, manipulatives, and activities to further student learning and appreciation for the standards that are being taught. This teacher will communicate with the general education teacher the plan for supporting specific students to ensure high levels of learning for all students. The general education teacher and special education

Presentation: Both the general education teacher and staff member providing the ICS will collaborate to determine when/if each teacher will be delivering the instruction to ensure minimal distractions and appropriate flow of the instruction. They will also decide the best time (within the class) to present activities, materials, and alternative teaching/learning strategies that the ICS teacher has designed/prepared.

Presentations can take place through various methods (i.e. station teaching, small groups, individual sessions).

Collaboration: To ensure data driven decisions are being made to drive instruction, the general education teacher and special education teacher should meet and analyse student academic gains and

instructional practices. This analysis is to ensure appropriate academic growth for individuals receiving special education.

Irish Exemptions

Currently, the granting of exemptions from the study of Irish is guided by Department Circular 0055/2022. It clearly states that exemptions from the study of Irish are to be granted in exceptional circumstances only.

The exemption from the study of Irish does not automatically give the student access to Learning Support Hours. These are provided at the discretion of the school.

1. A parent/guardian must make an application in writing to the principal of the school for a Certificate of Exemption from the study of Irish.
2. Circumstances and criteria for granting exemptions from the study of Irish are stated.

Circulars 0055/2022 states that the granting of an exemption from the study of Irish should only arise in exceptional circumstances. These circumstances apply to the following categories of pupils/students:

- Pupils whose primary education up to the age of 12 years was received in other countries.
- Pupils who were enrolled in a recognised primary or post-primary school and who are now re-enrolling having been abroad for at least three consecutive years. The pupil must also be at least 12 years of age on re-enrolment.
- Children of diplomatic or consular representatives in Ireland.
- Pupils assessed as having presented with significant learning difficulties that are persistent despite having had access to a differentiated approach to language and literacy learning in both Irish and English over time, and at the time of the application for exemption present with a standardised score on a discrete test in either Word Reading, Reading Comprehension or Spelling at/below the 10th percentile.
- A student who experiences a high level of multiple and persistent needs that are a significant barrier to the student's participation and engagement in their learning and school life.
- A student in a recognised¹ special school or class or who was previously enrolled in a recognised special school or class or who has a recommendation² and has been deemed eligible³ for a place in a recognised special school and/or in a special class in a mainstream school

RACE Applications

In the annual booklet provided to the school, the State Examinations Commission states:

The scheme of Reasonable Accommodations at the Certificate Examinations (RACE) facilitates access to the certificate examinations by candidates who would have difficulty in accessing the examination or communicating what they know to an examiner because of a physical, visual, hearing and/or learning difficulty.

The scheme assists candidates who have special educational needs to demonstrate what they know and can do in certificate examinations, without compromising the integrity of the assessment.

The focus of the scheme is on removing barriers to access, while retaining the need to assess the same underlying skills and competencies as are assessed for all other candidates, and to apply the same standards of achievement as apply to all other candidates. The scheme provides accommodations for students with a variety of complex special educational needs including learning difficulties as well as permanent or temporary physical, visual, hearing, medical, sensory, emotional, behavioural, or other conditions.

Gifted and Talented Students

The term 'gifted' tends to be reserved for those with an IQ (Intelligence Quotient) greater than 130 on standardised IQ tests, i.e. the top 2% of the population.

Exceptionally able students are likely to show some of the following characteristics:

- have acute powers of observation -learn to read early (often prior to attending school)
- read rapidly and widely
- have a well-developed vocabulary -possess intellectual curiosity
- absorb information rapidly (often described as sponge-like)
- have a very good memory -display an ability to concentrate deeply for long periods
- have very good powers of reasoning and problem solving -have intense interests
- possess exceptional imaginative powers.

Students may have a great interest in 'big questions', such as the nature of the universe and environmental issues. Students may be very sensitive, easily upset and demonstrate a strong sense of fairness.

It should be noted that good practice for exceptionally able students is also good practice for all students and can improve the quality of teaching and learning throughout the school. As regular schoolwork may not be sufficiently challenging, students may describe experiencing boredom and frustration in school. Prolonged boredom in school may lead to underachievement as the student finds new ways to absorb themselves (e.g. by daydreaming, scribbling, etc.). If this goes unchallenged for long periods, the habit of concentrating on schoolwork may be diminished and can require an effort to 'relearn'.

EAL

It is recommended that pupils receive additional EAL support teaching in the classroom or in timetabled EAL lessons for small groups in addition to the support they receive from the class teachers.

Clear and effective arrangements for the identification of pupils requiring support, the assessment of pupils' levels of language proficiency, programme planning, and the recording and monitoring of pupils' progress and communication with parents are key features of effective EAL support provision.

For each EAL student, a Student Support Plan is completed and reviewed.

For House exams, EAL students get reasonable accommodation such as a reader, spelling and grammar waiver, use of bilingual dictionaries. We apply for the same accommodation for the State Exams.

Trips and Tours

Our SNAs assist and accompany SEN students with access to an SNA on trips and tours. Our students are included in every aspect of school life and are given the same opportunities as non-SEN students.

CPD

The professional development of education practitioners is fundamental to the effective operation of the SEN system. The school management and the SEN coordinator is responsible for ensuring systems and processes are in place to identify the professional learning needs of its workforce and should provide appropriate support to meet those needs.

Teaching practitioners have responsibility for their own professional learning and development. All should undertake appropriate professional learning in relation to SEN to ensure they remain equipped to meet the needs of all learners. The NCSE aims to support the professional development needs of teachers and schools in relation to the teaching of children with special needs. The Board of Management will seek to support SEN teachers and SNA's in the attendance of relevant CPD.

Communication

SEN Team

- The SEN Coordinator and the core SEN team meet on a weekly basis for one hour.
- The SEN Coordinator and teachers of the Learning Support department aim to meet formally at a scheduled meeting six times a year. Informal meetings occur on a daily basis.
- Members of the SEN team can meet mainstream teachers formally or informally.
- There are formal Whole School staff meetings at the beginning of the year between the mainstream teachers and SEN team with regards to incoming first year students with SEN and again during Croke Park sessions with regards to SEN supports/interventions.
- The SEN Team aims to communicate with each other as much as possible through email using the school systems Office 365 and Microsoft Teams.

Mainstream Teachers

- At the beginning of each school year, the SEN Coordinator updates a register of information focusing on the incoming first years with SEN. This information is shared using Office 365, and all teachers are made aware of its existence at the start-of-year staff meeting and encouraged to consult it regularly.
- Information on SEN Students is uploaded on VSWARE at the start of the school year.
- SEN is on the agenda at every staff meeting.
- Teachers are kept up-to-date with regards to all students with SEN through email and the SEN notebook on Office 365, detailing relevant student information.
- Information is also communicated via the Progress Leaders and Student Support structures such as the Pastoral Care Team and Student Support Team.

Parents

Communication with parents is achieved in the following manner:

- School Open Day
- Parent-Teacher-Student Meetings
- Student Support Plan Meetings
- Student Journal
- Telephone Calls
- Email / VSmile
- Meetings involving external agencies

Yearly SEN Department Plan

August

- Meet with all staff re incoming first years to share relevant information.
- Core SEN Department meeting – review results from students in the previous academic year – ‘Wrapping Up the School Year’ document.
- Identification of SEN students for this year.
- Transition plans for incoming first year students with SEN.
- Meeting with new LS teachers (training, expectations, targets, planning, log of actions, SEN policy, timetable, responsibilities within the team).
- Review and update the yearly SEN Department Plan.
- Identification of students who would benefit from the L1/L2 Learning Programme.
- Review SEN students partaking in school trips and liaise with parents/outside agencies re: care needs.

September

- Update and finalise the School Provision Plan.
- Timetabling break and lunch cover for SEN students either through use of SNAs or SETs.
- Timetabling staff to suit the needs of students.
- Organise SEN Rooms/Units/Resources/Office.
- Coordinate SEN hours for EAL students.
- Administer PPAD-E Literacy Testing – all First Year Students.
- Use information of testing to inform targets on SSPs.
- Correct and record results of these tests and share with staff on Teams.
- EAL assessment process using Post Primary EAL Assessment Kit.
- Meeting with visiting teachers for the Deaf.
- Staff collaboration with the Learning Support department.
- Staff training: Setting targets for Student Support Plans.
- Plan for Open Day.
- Identify students in need of referral to NEPS, CAMHS, etc... and make referrals.
- Review JC results for LS students when published.
- Liaison with Guidance Counsellor/ Pastoral Care Team to monitor students with a pastoral need.
- Schedule parent/teacher consultations for new SEN students and meet with other parents as required.
- In class monitoring of students with SEN who are not in the main LS programme.

- Present to staff re continuum especially, support for all triangle base and that SEN is everyone's responsibility and decide as a staff whole school approaches/targets (whole school approaches to literacy, numeracy, teaching best practice).
- Write PPP for each student with access to an SNA, get it signed by Principal, the SNA, and the parents. Send PPPs + relevant information to SENO if required.
- Critical Incident Procedure to be reviewed with Guidance Counsellor and Principal.
- SEN Policy to be reviewed and updated if necessary.

October

- Start Student Support Plans in collaboration with parents, students, and teachers.
- NEPS – review of existing students and concerns regarding this academic year with our educational psychologist.
- Enable Ireland – review of students in school with psychologist, OT etc.
- CAMHS – review of students if required.
- Identify students requiring accommodations for November House Exams and issue requirements and staffing requests to Exams Officer.
- Review upcoming Junior Certificate students who may be eligible for RACE, with WIATT III testing where appropriate.
- Student Support Plans to be completed, then posted on Teams for all students with SEN.
- Parent/teacher consultations as required.
- In class monitoring of students with SEN.
- Regular liaison with Guidance Counsellor regarding students identified as having a pastoral need.

November

- Submit RACE applications to SEC for Senior Cycle students.
- Notify parents in writing if students are receiving RACE for house exams.
- Review Irish exemptions and ensure all valid documentation is in place.
- Circulate list of accommodations to all staff for upcoming house exams and post it on Teams.
- Test students on request of concern from teachers/parents.
- In class monitoring of students with SEN.

December

- Written reports to be completed for all SEN students by each member of staff teaching them for learning support.
- Amendment of timetable and PPS's as required.
- Submit RACE applications to SEC for Senior Cycle students.
- Parent/teacher consultations as required.

January

- Compile list of students requiring supplementary centres and RACE for mock exams in February and send to Exam officer together with staffing requirements before the end of term. Send letters to parents with details of accommodation.
- Implement/monitor timetable changes made at the end of the last term.
- Continue WIAT III testing for students identified as being of concern post-November assessments.
- Pastoral care meetings and liaison with Guidance Counsellor as required.
- RACE letters to be sent to parents of candidates for SC/JC mock exams.
- Follow up with SEC re any outstanding RACE applications for JC.
- Whole School Staff SEN Meeting.
- CAT 4 assessment tests for incoming first years. Arrange communication to parents of prospective students.

February

- Evaluate first term's Student Support Files and set new targets where appropriate.
- Finalise list of centres/staff/students for mock exams. Collate with decisions from SEC for RACE. Circulate list of centres and RACE to all staff and post in staff room.
- Compile list of students requiring supplementary centres and RACE for mock exams in February and send to Exam officer together with staffing requirements before end of term. Send email to parents with details of accommodation.
- Collate learning support reports ensuring each student has a comment from all teachers.

March

- Begin examining files for incoming first years to identify students with SEN, seek further information from feeder schools and parents where necessary.
- Visit Primary schools of incoming 1st years if required.
- Review of mock exams re. supplementary centres and performance of SEN students.
- Review of record keeping.
- Peer observation within learning support classes.
- Pastoral care meetings and liaison with Guidance Counsellor.

April

- Compile a list of proposed supplementary centres for house summer exams and pass to Exams Officer with staffing and room requirements.
- RACE: Check all applications for JC are resolved.
- Compile a list of centres and staff for state exams. Hold meeting with superintendents of proposed special centres to ensure full knowledge of procedure and RACE and student's needs.
- Meet with incoming pupils and their parents for escorted visit around school campus and get any reports.

May

- Publish and circulate a list of supplementary centres for house exams together with RACE allowed.
- Arrange cover SNA assisted students during the house exam period.
- SSP's – ensure all reviews in place.

- Ensure end of term reports completed in respect of all learning support students.
- RACE – SEC applications for current 5th years. Begin testing and scoring sample papers. Identify eligible students for applications.
- Begin ‘Wrapping up the School Year document’.
- Attend review meeting with Principal to discuss learning support programme this past year and initiatives/ changes for the coming year.
- Facilitate visit of any incoming First Years requiring a high level of support.
- Identification of Fifth Year pupils who will require RACE in Sixth Year.
- Department Annual Review meeting.

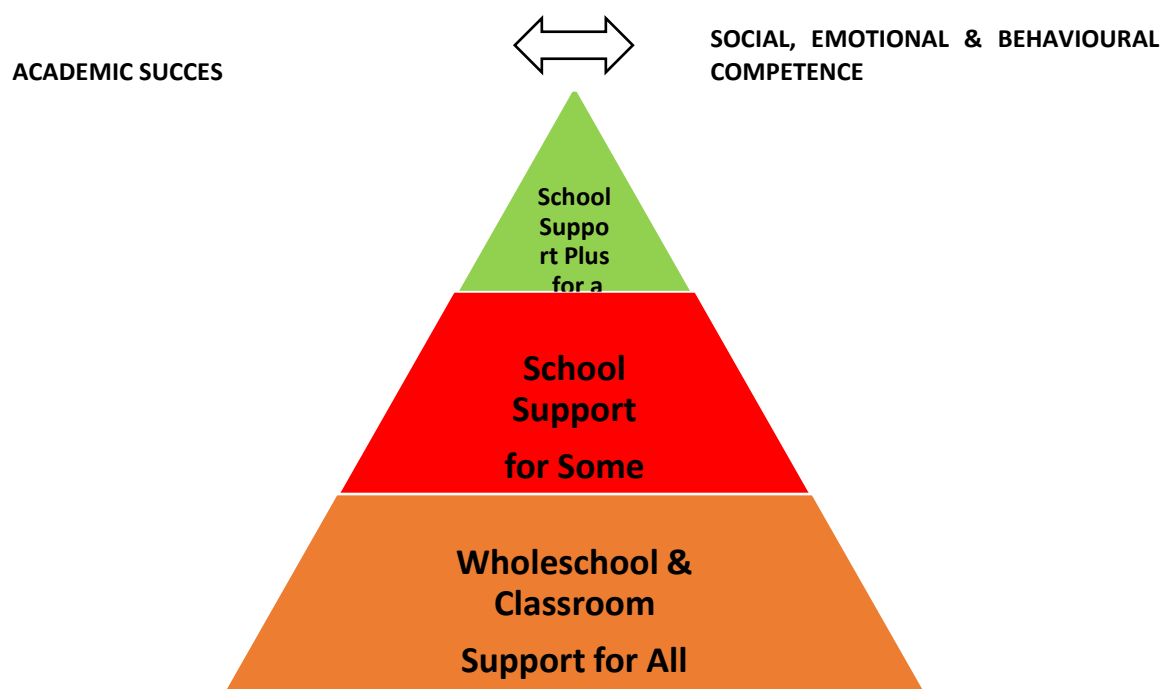
Throughout the Year

- Liaise with N.E.P.S
- Liaise with Tusla
- Liaise with N.C.S.E
- Liaise with Enable Ireland/ National Learning Network/ Childrens Disability Network Team
- Formal and Informal communication with parents.
- Attend meetings as a member of various review and sub-groups.
- Ongoing CPD.
- Weekly Pastoral Care Meetings.
- Weekly Student Support Team Meetings.
- Weekly Core SEN Team Meetings.
- Weekly meeting with Principal.

Student Support File Template

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

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

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?		
Action needed		

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



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.



RACE for Students Teacher Identification Form

The Reasonable Accommodations for Junior Cycle Examinations must be applied for shortly. **It would be helpful if teachers, in their professional capacity, would identify present 3rd Year students they believe would require these accommodations.** The range of accommodations available is listed below. We would also request that teachers name the individual student, the accommodation/s suggested, the particular subject/s the accommodations are required for and any other comment they deem necessary.

The range of accommodations available for the 2023 examinations under each of these categories is set out below.

Learning Difficulty

- An Individual Reader to read the examination papers, without elaboration or explanation.
- A Reading Assistant to read occasional words or phrases of examination papers without elaboration or explanation.
- An Exam Reading Pen to scan text and convert it to speech which can be listened to using earphones.
- A word processor or recording device to record the candidate's responses or, in very exceptional circumstances, access to a scribe.
- A waiver from the assessment of spelling, grammar, and punctuation in language subjects.

Hearing Difficulty

- Use of a personal CD player with a personal induction loop in the main examination centre for the aural examination.
- A special examination centre for the aural examination.
- A Modified aural examination in a language subject.
- Exemption from the aural examination, if modified aural is not appropriate for the candidate.
- An exemption from the aural component of the Music examination.
- A Sign language interpreter, to sign an examination paper, without elaboration or explanation.
- Being examined by an oral examiner who has been briefed in dealing with candidates with a hearing/speech impairment
- Exemption from the oral tests if support arrangements are unsuitable.
- Seating the candidate close to the superintendent and/or the CD player in the main examination centre can be arranged by the school.

Visual Difficulty

- Standard examination paper enlarged to A3 size.
- Modified examination paper (visual elements removed or simplified), enlarged to A3 size.
- Braille version of modified paper.
- An Individual Reader to read the examination papers, without elaboration or explanation.



- A Reading Assistant to read occasional words or phrases of the examination papers without elaboration or explanation.
- An Exam Reading Pen to scan text and convert it to speech which can be listened to using ear-phones.
- A word processor or recording device to record the candidate's responses or, in very exceptional circumstances, access to a scribe.
- Use of drawing aids such as parallel motion drawing boards and smaller drawing sheets in the subjects Technical Graphics, DCG, Construction Studies, Materials Technology (Wood) or Technology.
- Colour Identifier in Geography and Science. (Should it come to light that a Colour Identifier may be required for other subjects, the school can make an application to the SEC for consideration).
- Low vision aids, magnifiers and reading lamps normally used in the classroom can be arranged by the school.

Physical Difficulty (including medical, sensory, behavioural and mental health difficulties)

- A word-processor, standard or voice-activated or a recording device to record the candidate's responses or, in very exceptional circumstances, access to a scribe.
- Use of drawing aids such as parallel motion drawing boards and smaller drawing sheets in the subjects Technical Graphics, DCG, Construction Studies, Materials Technology (Wood) or Technology.
- Junior Cycle Home Economics only – exemption from the practical and/or project.

Please note that even with the diagnosis of a Specific Learning Difficulty, Dyspraxia or Dysgraphia, additional testing will be required by the school.

For your information

Access to a **Reader** requires a score well below average on a reading test and a Reading Accuracy Error Rate of no more than 7% reading from two papers at the appropriate level in relevant subjects under examination conditions. Or if a candidate's rate of word reading (w.p.m.) is an issue, they must be reading at less than 89 w.p.m.

For a **Waiver** from the assessment of spelling, grammar, and punctuation in the language subjects this requires a score well below average on a spelling test and a spelling/grammar/punctuation error rate of 8% or more. **Two pieces of sample work of a minimum of 500 words completed under Examination conditions from a text rich examination are required.**

Access to the use of a **recording device or word processor** is dependent on one of two criteria:

1. **Quality of Writing:** (which renders a script unintelligible due to the frequency of spelling/grammas/ punctuation errors). This requires a score well below average on a spelling test as well as written samples, under exam conditions, of work misspelling/ grammar/ punctuation errors of at least 20%.
2. **Speed of Writing:** (a rate of writing so slow that it renders the student unable to complete exams). This requires a score well below average on a spelling test as well as written samples, under exam conditions, of work misspelling/ grammar/ punctuation errors of at least 8%. The



student may also be eligible if the writing is significantly slow – less than 12 words a minute on a piece of dictation.

Please Note:

Access to a **Scribe** has “a higher threshold of eligibility applies to approval for a Scribe on grounds of a Learning Difficulty”. Please note that in recommending the award of a Scribe, “in addition to making sure that the candidate meets the requirements for either a Word processor or Recording Device, that he/she has a physical difficulty, such as motor difficulties and/or a speech impediment, which renders the other writing accommodations unsuitable”.



SEN Information for Teachers Template for VSWARE

Name	
Nature of SEN	
Strengths	
Concerns	
CAT 4 Information for Teachers	
Guidelines/ Strategies to help the student work better in the classroom	