



Special Education Needs Policy

	Date
Staff Consultation	<u>24th of April 2018</u>
Parental Consultation	<u>4th of May 2018</u>
Ratified by BoM	<u>23rd of May 2018</u>
Reviewed	<u>January 2021</u>

Signed: *Kieran Costelloe*

Chairperson, BoM

Date: *25th May 2021*



Guiding Principles:

- All our children have a right to an education, which is appropriate to them as individuals. We want all our children to feel that they are a valued part of our school community
- The resources provided to support pupils with special educational needs, will be used to facilitate the development of a truly inclusive school
- Supports provided to pupils with special educational needs will be based on identified needs and be informed by regular reviews of progress (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
- Pupils with the greatest levels of need will have access to the greatest level of support.

As far as possible, therefore, it is our aim to minimise the difficulties that children may experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

Inclusion:

We are fully committed to the principle of inclusion and the good practice which makes it possible. Our policy as set out in this document, aims to enable children with SEN, traveller children and children whose first language is not English, to become fully integrated members of our school community. This will be achieved by careful consideration of the needs of each child and by either modifying activities or by providing support that will help the child to participate in them.

Three principles for inclusion

1. Setting Suitable Learning Challenges

We aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible. In order to do this, Scoil Naomh Fiachra will use the 'Continuum of Support Process' as outlined in Table 1 below to identify educational needs. Identification of educational needs is central to setting suitable learning challenges for our SEN pupils. Using the continuum of support framework, our school will identify pupils' educational needs to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties.



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

Classroom Support	<p>The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class.</p> <p>A classroom support plan is developed and/or adjusted over time for those pupils who do not respond appropriately to the differentiated programme.</p> <p>This is informed by:</p> <ul style="list-style-type: none">• Parental consultation• Teacher observation records• Teacher-designed measures/assessments• Literacy and numeracy tests• Screening tests <p>This may also be informed by:</p> <ul style="list-style-type: none">• Basic needs checklist• Learning environment checklist• Pupil consultation - My Thoughts About School Checklist <p>A classroom support plan runs for an agreed period of time and is subject to review at the end of every term.</p>
School Support	<p>At this level a support plan is devised and may be informed by:</p> <ul style="list-style-type: none">• Teacher observation records• Teacher-designed measures/assessments• Parent and pupil interviews• Learning environment checklist• Diagnostic assessments in literacy/numeracy• Formal observation of behaviour including ABC charts, frequency measures• Functional assessment as appropriate, including screening measures for social, emotional and behavioural difficulties <p>A support plan at this level may detail suitable teaching approaches including team-teaching, small groups or individual tuition.</p> <p>A school support plan operates for an agreed period of time and is subject to review in June/September and February.</p>



<p>School Support Plus</p>	<p>This level of the continuum is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports from outside professionals (as appropriate) and may include:</p> <ul style="list-style-type: none"> • Teacher observation and teacher-designed measures • Parent and pupil interviews • Functional assessment • Results of standardised testing such as measures of cognitive ability, social, emotional and behavioural functioning, adaptive functioning etc <p>Data generated from this process is used to plan an appropriate intervention and can serve as a baseline against which to map progress.</p> <p>A support plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation.</p>
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2. Meeting Children's Diverse Learning Needs

We take into account the different backgrounds, experiences, interests and strengths that influence the way in which children learn when we plan our approaches to teaching and learning. In planning our support, the 'Planning Template' outlining the 6 point action plan below will be utilised.

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

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



Action 5: Organising and deploying special education teaching resources	<p>Cross-reference the needs of pupils at school support and school support plus levels and consider common needs that can be met by grouping to ensure effective and efficient teaching and learning approaches. Agree which teacher(s) will cater for these groups/individuals and when and where the teaching will take place.</p> <p>Be mindful of the requirement that pupils with the greatest level of need should receive the greatest level of support.</p>
Action 6: Tracking, recording and reviewing progress	<p>Establish a tracking and recording system, to ensure that the progress of all pupils in meeting their identified targets is monitored:</p> <ul style="list-style-type: none">• At whole-school and classroom support level by all teachers• At the school support and school support plus levels by class teachers and special education teachers.

3. Overcoming Potential Barriers to Learning and Assessment for Individuals and Groups of Children

In attempting to achieve the above objectives the BoM, principal and staff will take all reasonable steps within the limits of the resources available to fulfil the requirements outlined in this policy document.

Board of Management

The BoM will fulfil its statutory duties towards pupils with special educational needs. It will ensure that the provision required is an integral part of the school development plan. Members will be knowledgeable about the school's SEN provision – funding, equipment and personnel. The BoM:

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

Principal

The principal has overall responsibility for the day-to-day management of provision. He will work closely with the Special Education Teacher and will keep the BoM informed about the working of this policy. It will be the role of the principal in collaboration with the Special Education Teacher to:

- Develop inclusive whole-school policies and monitor their implementation
- Assign staff strategically to teaching roles, including special education roles
- Co-ordinate teachers' work to ensure continuity of provision for all pupils
- Ensure that whole-school procedures are established to facilitate the effective involvement of parents, pupils and external professionals/agencies
- Ensure that effective systems are implemented to identify pupils' needs and that progress is monitored methodically
- Liaises with SENO regarding all aspects of special education provision
- Facilitate the continuing professional development of all teachers in relation to education of pupils with special educational needs, and ensure that all school



staff (class teachers, special education teachers and special needs assistants) are clear regarding their roles and responsibilities in this area

Special Education Teacher

The primary role of the Special Education Teacher will be the provision of supplementary teaching to the pupil's identified as having special educational needs. The Special Education Teacher will be responsible for:

- Overseeing the day-to-day operation of the SEN policy
- Co-ordinating provision for children with special educational needs
- Organises the timetable for support teaching. The maximum caseload at any one time will depend upon the time available under the revised allocation process (Circular No. 0013/2017). All suggestions for amendments to this timetable must be channelled through the Principal.
- Liaising with and advising SNAs with regard to supporting children with special needs
- Liaising with parents of children with special needs
- Monitoring and evaluating SEN provision
- Keeps a list of pupils who are receiving supplementary teaching
- Facilitating planning for class teacher with support teacher
- Supports the implementation of a tracking system at a whole-school level to monitor the progress of children who avail of additional support – Record of Differentiated Support in class.
- Advises parents on procedures for availing of special needs services
- Selects children for psychological assessment in consultation with class teachers and with Aideen Carey (NEPS)
- Liaises with the Principal in co-ordinating the referral of pupils to external agencies such as NEPS to arrange assessments of children with SEN
- Participates in and or oversees the drafting of school support plus and school support plans.
- Arranges for exemptions from the study of Irish for pupils for whom this is appropriate.

Special education teachers should be familiar with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs. Teaching approaches will include a combination of team-teaching initiatives, co-operative teaching, early intervention and small group or individual support. Depending on the learning needs identified, a pupil with special educational needs may be supported at classroom level, or through mainstream classroom placement with additional teaching delivered through in-class or withdrawal support models. In the case of withdrawal for additional support every effort will be made to ensure that pupils do not miss out on the same curricular area each time they attend except where a pupil has been exempted from a subject by the DES.

Some pupils with more complex and enduring needs may require specific methodologies, teaching approaches and/or learning activities. Such interventions should be based on careful identification of strengths and needs, including multi-disciplinary assessment when necessary.

The type of support offered depends on the child's individual needs and takes the form of:

- curriculum support
- life and/or social skills training
- physical training/gross motor development
- speech training/communication and/or language development
- behaviour modification programmes



- assistance with sensory modulation
- development of anger management strategies
- a combination of some/all of the above

Special education teachers, in consultation with class teachers, should plan their interventions carefully to address pupils' priority learning needs and to achieve the targets identified in the relevant continuum of support plan. Short-term planning should reflect the support plan targets and should break down the development of skills and content into small incremental steps to address each pupil's specific needs on a weekly basis. Outcomes for pupils should be routinely assessed, recorded and used to review progress. These outcomes should also be used to inform the targets for the next phase of intervention.

The Role of the Class Teacher

Effective teaching and learning is critically important for all pupils, and especially for those with special educational needs. Meaningful inclusion implies that all pupils are taught in stimulating and supportive classroom environments where they are respected and valued. Mainstream class teachers have first-line responsibility for the education of all pupils in their classes. Accordingly, classroom teachers should ensure that they plan their lessons carefully to address the diverse needs within the classroom. This will include adapting their teaching approaches for some pupils whose individual progress, application, motivation, communication, behaviour or interaction with peers are causes for concern. This may require targeted interventions to develop relevant adaptive skills related to these needs. All mainstream class teachers will implement teaching approaches and methodologies that facilitate the meaningful inclusion of pupils with special educational needs. These include:

- Co-operative teaching and learning within mainstream classrooms
- Collaborative problem-solving activities
- Heterogeneous group work
- Differentiation
- Interventions to promote social and emotional competence
- Embedding Information and communications technology (ICT) in teaching, learning and assessment

Every pupil needs to be taught a broad and balanced curriculum that is appropriate to his/her developmental level. Pupils' levels of interest, attention, concentration and persistence should be gradually developed, extended and rewarded, using appropriate teaching strategies. To cater for the range of learning needs in any class, mainstream class teachers will regularly need to differentiate their lessons. This can be achieved by:

- Varying the level, structure, mode of instruction and pace of lessons to meet individual needs
- Adapting lessons to take account of pupils' interests
- Matching tasks to pupils' abilities and needs
- Adapting and utilising resources, including the use of technology
- Aspiring towards suitably challenging learning outcomes and assessing accordingly

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



Mainstream class teachers will store confidential information (Student Support File, Log of Actions, Psychological Assessment Reports etc.) regarding SEN children in the classroom. It is the responsibility of the class teacher to keep the Log of Actions up to date. Such information is to be stored in a brown folder which is to be kept in the child's personal file. This information may be shared with the principal, class teachers, support teachers, SNAs, other agencies where appropriate.

The mainstream class teachers are responsible for formulating the classroom support plan for students that require one and reviewing this plan at the end of every term. Where a pupil is being referred to an external agency the class teacher completes the necessary referral form in consultation with the appropriate school personnel.

Parental Involvement

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

In addition to consultation around the individual needs of their child, parents also value receiving information on the nature and type of the special educational needs provision available in the school. The SEN Policy can be accessed via the school website. This helps to ensure that parents understand the school's approaches and better enables them to support their children in transitioning through the school.

The Parents/Guardians of the pupils of Scoil Naomh Fiachra can prepare for and support the work of the school by:

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

Enrolment

The school aims to meet the needs of any child whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. The Ed.



For Persons with Disabilities Act 2004 states that 'A child is entitled to attend the school which is most suited to his or her overall needs'.

Parents are required to notify the school of their child's special needs in advance of enrolment. The Board of Management will request a copy of the child's medical or psychological report. No child will be refused admission solely on the grounds that s/he has SEN except where the provision required is incompatible with that available in our school.

Special Facilities

Scoil Naomh Fiachra is a single storey building with ramps where appropriate. There are disabled toilets in the Junior Classroom and two sound field systems in the Middle and Senior Classrooms. Where specialised equipment is to be used (i.e. in the case of a child with cerebral palsy) training will be given to staff as required.

Resources

Scoil Naomh Fiachra is a well-resourced school, which constantly monitors and updates its resources. I.T. provision is good and is updated regularly.

Whole School Strategies to minimise learning difficulties

Our strategies for preventing learning difficulties include:

1. Promotion of Literacy:

- Whole school promotion of reading for pleasure
- Building Bridges Comprehension Strategies
- Genre Writing
- Handwriter of the week/month
- Literacy Power Hour
- Guided Reading
- Print rich environment
- Shared/paired reading
- Story time, Library time, DEAR time, World Book Day, Book Fair, Reading buddies, Word games, Class library, visiting authors
- Access to online Literacy programmes i.e. Reading Eggs, Reading Eggspress
- Use of graded readers – Springboard Connect Literacy Programme

2. Early Intervention

We believe it is very important to identify and assess children with special needs as early as possible so that effective interventions can be put in place. The M.I.S.T. (Middle Infants Screening Test) is administered to all pupils in Senior Infants during the second term of the school year.

Power Hour is a literacy based hour which is used to teach literacy in the Junior room and Middle room. Over the course of one hour the pupils engage in a number of 'stations' where activities are tailor made to their own level of competency. We use the Springboard Connect Literacy Programme of graded readers which gives pupils the opportunity to read books at their own level of ability.

3. Developing Listening Skills:

Promoting a classroom environment where children listen to others, do not interrupt the speaker and wait their turn; Circle time, Listening games/activities; Listening to music.



Assessment

Stages of Assessment and Provision

Access to the school's broad and balanced curriculum is achieved for most children by differentiation of class work by the class teacher. When a class teacher identifies a child with SEN the class teacher consults with the Special Education Teacher and provides interventions that are ADDITIONAL TO or DIFFERENT FROM those provided as part of the school's usual differentiated curriculum. The first line of responsibility for the progress of all pupils in the class lies with the class teacher.

Record of Differentiated Support in class

Register of Pupils with Special Educational Needs who are in receipt of interventions through the Continuum of Support Framework

Classroom Support				
Pupil Name	Class	Description of SEN	Nature of Supports Literacy, numeracy, social, emotional, behavioural, life-skills	Focus of Support In-class, withdrawal in small groups or individual, school yard
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



Stage One

Class teachers initially discuss their concerns with the child's parents.

The triggers for this intervention could be;

- The child makes little or no progress even when teaching approaches are directed at an identified area of weakness
- The child shows signs of difficulty in developing literacy and numeracy skills, which result in poor attainment
- Persistent emotional or behavioural difficulties which do not respond to behaviour management techniques used by the school
- Has sensory or physical difficulties
- Has communication and/ or relationship difficulties

The class teacher completes a Stage One form and updates the Record of Differentiated Support which is held by the Special Education Teacher. If this strategy does not work then the teacher will continue to the next stage, School Support.

Teachers inform Parents that their child's needs would be better served in a small group or individual withdrawal with a support teacher. Parents will need to sign their consent.

Stage Two

In cases where the Record of Differentiated Support indicates that progress has not been made, or if the results of tests (annual screening: M.I.S.T., Micra T, Sigma T, NNRIT for pupils in 2nd and 4th, Drumcondra Spelling in 2nd and 4th) and teacher observation indicate this to be the case, intervention in the form of a support teacher will be accessed. Again, class teachers will discuss their concerns with the child's parents. The action taken will be as follows:

- The class teacher and support teacher will differentiate the curriculum in specific areas with achievable goals to be implemented by the class teacher and support teacher.
- If there are others in the class with similar difficulties in one or more of the specific areas, then a group educational plan will be implemented.
- These programmes will be reviewed and updated in June/September and February.
- While every effort will be made to allow the SEN group/individual to remain included in class, there may be a need to work part of the programme in a SEN room with the support teacher or class teacher. This withdrawal will be time limited and for specific purposes only.
- Where progress is such that the child is no longer giving cause for concern, the child will revert to the usual differentiated curriculum available to all children.

Stage Three

The support or class teacher will perform diagnostic tests on these children (at School Support) usually at the beginning and end of the school year. Parental consent is sought for the conducting of diagnostic assessment. These tests may include the Jackson Phonics Test, Non Reading Intelligence test, Drumcondra Reading Test, Drumcondra Spelling Test, Schonell Reading test, York Assessment of Reading for Comprehension (YARC) etc.

When it has been identified that a child is still struggling and performing at or below the tenth percentile despite School Support the class teacher with the Special Education Teacher in consultation with the child's parents, may consider the following actions:



1. A psychological assessment may be arranged (see Education for Persons with Disability Act 2004)
2. Other outside agencies may need to be contacted, who will advise on a range of provision including School Support Plus targets and strategies.
3. The triggers for extra intervention could be that, despite receiving an individualised programme the child:
 - Makes little or no progress over a long period of time
 - Continues to work at Primary Curriculum levels substantially below that of children of a similar age
 - Continues to have literacy and numeracy difficulties
 - Has emotional or behavioural difficulties which substantially and regularly interfere with the child's learning, or that of other children, despite an appropriate behaviour management programme and School Support Plus Plan
 - Has sensory and/or physical needs, and requires additional specialist equipment or regular visits from an advisory service
 - Has an ongoing communication or relationship difficulty that prevents social development, and act as a barrier to learning.
4. If it is felt by the psychologist that a child has care needs, a special needs assistant may be applied for.
5. In circumstances where a child uses specialised equipment, consultants will be required to demonstrate how the equipment is to be used to the Special Education Teacher and relevant class teacher.
6. The use of specialised yard equipment may also need to be demonstrated to these staff members. Courses will be provided on an ongoing basis to train staff in the relevant areas.
7. If the psychologist recommends an exemption from Irish the Principal will see to this under guidance from the Department of Ed. And Skills.

School Support Plus Plan

Based on Psychologist's report, tests, Record of Differentiation and School Support Plan the class teacher with the special education teacher, SNA (if assigned), parents and representatives of outside agencies (if necessary) formulate a School Support Plus Plan.

These School Support Plus Plans, which employ a small – steps approach, feature significantly in the provision that we make in school. By breaking down the existing levels of attainment into finely graded targets, we ensure that the child experiences success.

This plan includes:

- the nature and degree of the child's abilities and skills
- the degree of the child's special needs,
- the present level of performance,
- services to be provided,
- the goals, which the child is to achieve over a period of half a year.

Any child identified as performing at or below the tenth percentile must have a School Support Plus Plan in place. However this does not necessarily mean that they need extra support from the Special Education Teacher if their needs can be met in the classroom. The strategies set out in the School Support Plus Plan will, as far as possible, be implemented in the normal classroom setting.

The management of the School Support Plus strategies will be the responsibility of the relevant class teacher and special education teacher.

REVIEW of School Support Plus Plans

The Special Education Teacher will ensure that the review is conducted twice a year (June/September and February). The class teacher consults with the special education



teacher, the child (and SNA if appointed). They agree on the expected outcomes of the School Support Plus Plan. A draft copy is formulated. The parents are invited to attend a meeting to discuss or make recommendations to the draft review if they so wish. Again, outside agencies may play a part in formulating the final copy. The review in February will be recorded on the School Support Plus Review form.

Where progress is unsatisfactory it may be decided that the child continues to receive additional supports. Where progress is satisfactory, and where the child is consistently achieving targets over the stated time, a decision will be made to revert to School Support.

School Support Plus Plans for children moving to 2nd level will be referred to at the consultation meetings with the 2nd level representative.

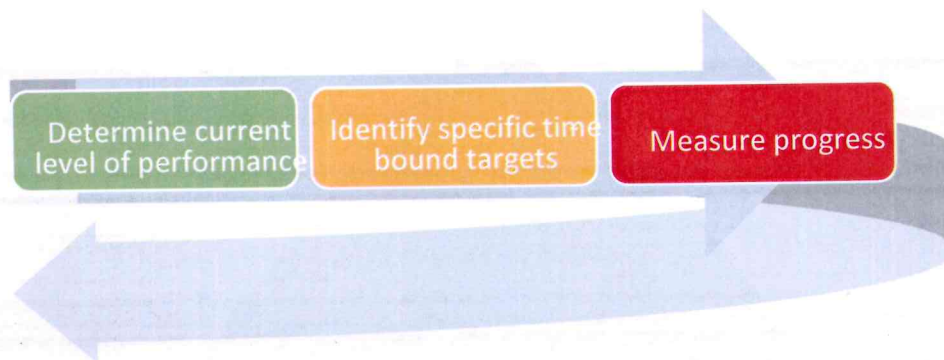
Complaints

If parents have a complaint about the Special Ed. provision made, then they should in the first instance make an appointment to speak to the Special Education Teacher and then the principal.

The complaint will be investigated and dealt with as early as possible. If the matter is not resolved to the parents' satisfaction, then the matter proceeds to the B.O.M.

Monitoring and Reviewing

Pupils' progress in relation to achieving their targets will be regularly and carefully monitored. This stage of the process is informed by effective measurement of baseline performance, including the use of criterion-referenced tests and other methods of assessment (for example, teacher-designed tests, checklists, samples of work, observation) that allow pupils to demonstrate their progress. This will lead to the establishment of specific targets to be achieved within a defined timeframe as outlined below.



Monitoring outcomes is part of a dynamic process of identification, target-setting, intervention and review, which in turn should lead to adjustments in support plans. The Student Support File provides schools with a useful resource to support and record this process. It includes a Support Review Record to guide teachers when monitoring progress and reviewing outcomes with parents and pupils. Such monitoring of progress, and subsequent adaptation of support plans, are key drivers of effective practice.

In addition to monitoring outcomes at the individual level, it is also important to review outcomes at group, class and whole-school level. This review will include some of the



following measures: attainment, communication, independence, attendance, social inclusion and well-being (for example, sense of belonging and connectedness to school) for pupils with special educational needs.

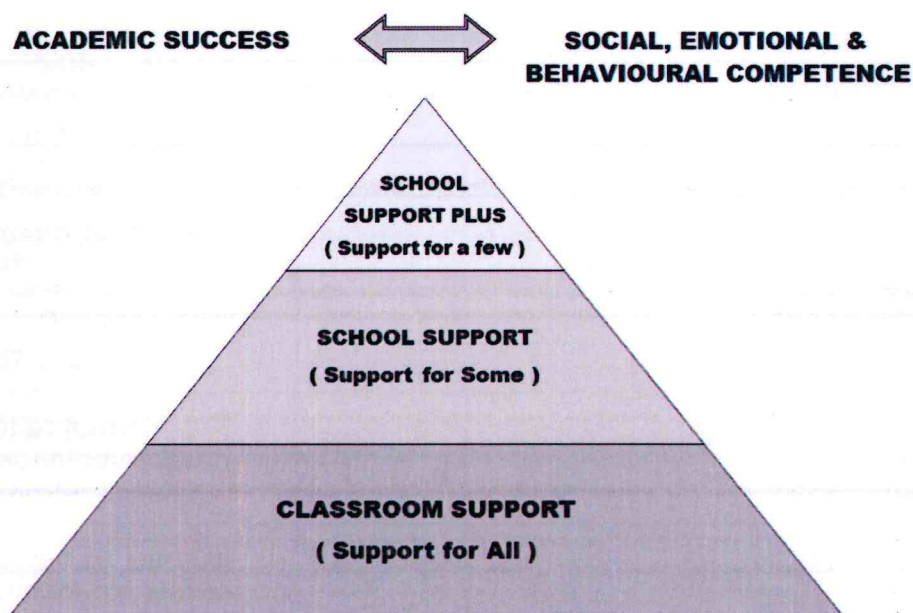
The BoM will ensure that SEN provision is an integral part of the school development plan and will evaluate the effectiveness and success of this policy.

This policy will be reviewed every three years.



Student Support File	
Name of Student:	
Date of Birth:	
School:	
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 concern. 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. Parent(s)/Guardian(s) 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



Learning Environment Checklist

Environment / Physical Conditions: Tick the area where action could be taken to make a difference for the pupil

- | | |
|---|--|
| <input type="checkbox"/> Layout of room & furniture | <input type="checkbox"/> Adequate working space for students & teacher |
| <input type="checkbox"/> Good décor / lots of displays etc.? | <input type="checkbox"/> Ease of movement in room |
| <input type="checkbox"/> Temperature | <input type="checkbox"/> Lighting |
| <input type="checkbox"/> Noise level | <input type="checkbox"/> Seating - Facing board, height for writing |
| <input type="checkbox"/> Appropriate resources/ equipment organised and readily available for all pupils? | |

Social Factors / Relationships:

- ☐ Classroom procedures & rules are made clear and understood by all pupils and consistently applied
- ☐ Clear instructions are given about the tasks in a variety of ways (oral, visual, gestures)
- ☐ Changes between tasks are managed smoothly and effectively
- ☐ Pupils know what to do next without asking
- ☐ The class is generally on task
- ☐ A variety of different actions (academic & behaviour) are frequently noticed and praised
- ☐ A variety of praise and rewards are used
- ☐ Pupils can be monitored sufficiently during a task to ensure understanding and continuing progress
- ☐ Any disruptive or off-task behaviour is effectively managed
- ☐ Good communication and feedback between teacher and each pupil about progress is maintained

Teaching & Learning - Methods, Materials & Procedures:

The extent to which.....

- ☐ Tasks set are appropriate for the pupil's level of understanding and skills.
- ☐ Learning goals are clearly defined and shared with the pupil.
- ☐ Opportunities are provided for the pupil to engage in activities in which s/he can be successful.
- ☐ Steps in learning goals are small enough to ensure progress.
- ☐ Activity content / tasks are of interest to the pupil.
- ☐ Tasks set take account of pupil learning style: pace of activity, variety of activities, length of activities and time allowed to complete a task are appropriate.
- ☐ A variety of teaching approaches used.
- ☐ Opportunities are provided for a variety of pupil responses- oral/ practical/ written.
- ☐ Opportunities are provided for pupil involvement in decision making and recording.
- ☐ Opportunities are provided for pupil to generalise/transfer learning from one situation to another.
- ☐ Regular monitoring and recording of progress occurs



Classroom Activity

Routines established for:

☐
☐
☐

Entering class

Giving out resources

Asking for help

☐
☐
☐

Leaving class

Gathering resources

Gaining whole class attention

Rules / Rewards / Consequences

Rules are:

☐
☐

Few in number

Displayed

☐

Decided upon in consultation with pupils

Rewards and consequences are:

☐
☐
☐

Named

Rewards are rewarding to class

Sanctions are understood and fair

☐
☐
☐

Linked to behaviour

Rewards are achievable

Sanctions are imposed consistently

School Environment

Tick which area needs change

☐
☐
☐
☐
☐

Playground/ yard

Movement: effective routines for

Break/lunchtimes

Staff support

Policy

layout

| equipment

| supervision

| rules

movement around school

| lining up

| corridors

clear simple rules | rewards and consequences | clear activities available

staff discuss difficulties

behaviour policy exists

policy is understood and agreed by staff

range of rewards for good class, yard, school behaviour

range of sanctions in place

range of strategies used for managing behaviour

behaviour is assessed and monitored

Summary of Concerns

Actions Required



My Thoughts About School Checklist



PUPIL'S NAME

CLASS

DATE

The things I like best at school are:

The things I don't like about school are:

The things that I am good at are:

The things I find hard are:

I am happy in class when:

I am happy during break and lunch times when:

My friends are:

I need help with:

Teachers in school can help me by:

My teacher would describe me as:

My parents would describe me as:



The following questions can be asked if children have an emotional and behavioural difficulty in school.

Adults I get on best with in school are:

I get into trouble in school when:

The things I do that make my teacher feel unhappy are:

The things my teacher does that make me feel unhappy are:

I make my teacher happy when:

The things my teacher does that make me feel happy are:

The class rules are:

If someone breaks the rules:

Rewards I like best are:

The things that I need to change are:



Basic Needs Checklist

Headings under which to consider a pupil's basic need:

Does Pupil x have:

- | | | |
|--------------------------|---------------------|--|
| <input type="checkbox"/> | Physiological Needs | e.g. does the child have adequate food, warmth, housing etc. |
| <input type="checkbox"/> | Safety Needs | e.g. does the child need physical or psychological protection |
| <input type="checkbox"/> | Belonging Needs | e.g. does the pupil have close family friends? |
| <input type="checkbox"/> | Esteem Needs | e.g. does the child receive respect, positive feedback from others , respect others and self |

Additional Notes /Observations:

Possible Actions on the basis of the consideration of the basic needs questions above:

CLASSROOM SUPPORT PLAN

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.

[illegible]



Targets for the student:

Strategies to help the student achieve the targets:

Staff involved and resources needed:

Signature of parent(s)/ guardian(s):

Date: _____

Signature of teachers:

Date: _____



CLASSROOM SUPPORT REVIEW RECORD

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:

Date of Review:

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



SCHOOL SUPPORT PLAN (SUPPORT FOR SOME)

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		Date of birth	
Address		Class	
Telephone Number		Review date	
Start date of plan			
Current level of educational performance:			
Screening assessments	Date	Results	
Diagnostic assessments	Date	Results	
Further information (i.e. reports from psychologists etc.):			
Student's strengths and interests:			
Priority concerns:			



Targets for the student:

Strategies to help the student achieve the targets:

Staff involved and resources needed:

Signature of parent(s)/ guardian(s):

Date: _____

Signature of teachers:

Date: _____

SCHOOL SUPPORT REVIEW RECORD

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:	
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):

Date:

Signature of teachers:

Date:

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



SCHOOL SUPPORT PLUS PLAN (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:	Class:	
Address:	Class Teacher:	
Telephone:	People involved in constructing this S.S.P.	
Mother:	Special Education Teacher(s):	
Father:	Class Teacher:	
	Parents:	
	SNA:	
Date of Birth:	Start date of plan: September,	
	Review date of plan: February,	
Current level of educational performance:		
Screening assessments	Date	Results
Diagnostic assessments	Date	Results
Further information: (Psychology Report, Occupational Therapist Report, SLT Report, other)		
Student's strengths and needs:		
Strengths	Needs	



Priority concerns/ Long term goals

Targets for the student:

Strategies to help the student achieve the targets:

Resources:

Home Support:

Signature of parent (s)/guardian(s):

Date: _____

Signature of teachers:

Date: _____



SCHOOL SUPPORT PLUS REVIEW RECORD

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:	
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 – what, how, who, when?		
Any comments from the student?		
Any comments from the parent(s)/guardian(s) comment?		



Signature of parent(s)/ guardian(s):

Date: _____

Signature of teachers:

Date: _____

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