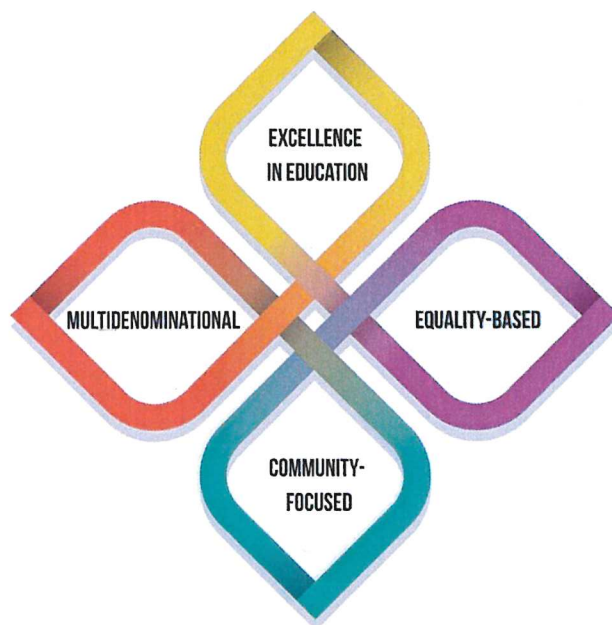




Ard Rí Community National School
Balreask Old,
Navan,
Co. Meath

Roll No. 20352T

Special Educational Needs
Policy
March 2019



Guiding Principles:

- The Cornerstones of Community National School under-pin every aspect of school life at Ard Rí Community National School. As per the cornerstones above we will aspire to be Equality-Based and provide Excellence in Education while providing for pupils with Special Educational Needs.
- 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, and whenever possible, these pupils will be supported by teachers with relevant expertise who can provide continuity 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

Three Principles for Inclusion

We are fully committed to the principle of inclusion. Our policy, as set out in this document, aims to respect value and accommodate diversity across all nine grounds listed in equality legislation. Through this policy we aim to make pupils with Special Educational Needs fully integrated members of our school community. This will be achieved by careful consideration of the needs of each child by either modifying activities or by providing support that will help the child to participate in them.

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. We endeavour to challenge children who have exceptional ability (see Exceptional Ability and Giftedness Policy- Appendix 4). In order to do this, Ard Rí Community NS 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. It is important to look at a pupils needs in context, and to use our resources to support this (for example, learning environment checklist, teacher checklist for whole-class structures and supports).



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 • Basic needs checklist * • Learning environment checklist* • Pupil consultation - My Thoughts About School Checklist • Literacy and numeracy tests • Screening tests of language skills <p>A classroom support plan runs for an agreed period of time and is subject to review.</p>
School Support	<p>At this level a support plan is devised and informed by:</p> <ul style="list-style-type: none"> • Teacher observation records • Teacher-designed measures/assessments • Parent and pupil interviews • Learning environment checklist • Diagnostic assessments in literacy/numeracy • SNA contributions (where SNA access in place) • 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.</p>



School Support Plus	<p>This level of the continuum is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports from outside professionals (as appropriate) and may include:</p> <ul style="list-style-type: none"> • Teacher observation and teacher-designed measures • SNA contributions (where SNA access in place) • 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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*These checklists are available in the Continuum of Support Guidelines for Teachers.

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 6 point action plan below will be followed. The action plan will be lead by the Special Education Team.

Action 1: Identification of pupils with special educational needs	<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>
Action 2: Setting targets	<p>Based on individual needs, set clear learning targets for each pupil at each level of the continuum of support.</p>
Action 3: Planning teaching methods and approaches	<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</p>



	that the interventions and supports that they are using are evidence-informed.
Action 4: Organising early intervention and prevention programmes	Based on identified needs, choose evidence-informed early intervention/prevention programmes to address concerns. Identify time needed and staffing commitment required.
Action 5: Organising and deploying special education teaching resources	<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 from teachers with relevant expertise.</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.

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

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

We recognise that a minority of children will have particular learning and assessment requirements that will create barriers to learning. Our SEN policy envisages a whole school approach that takes into account the roles of the Board of Management, the principal, class teacher, SNA (where access is in place) special education teacher and the parents.

In attempting to achieve the above objectives the BoM, LMETB, 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 additional needs
- Provides adequate class accommodation and teaching resources
- Provides a secure facility for storage of records
- Ensure equality for children with Special Educational Needs in the implementation of the Admissions Policy. 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.

Principal

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

- Develop inclusive whole-school policies and monitor their implementation
- Assign staff strategically to teaching roles, including special education roles
- 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
- 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 Needs Co-ordinator

The Special Needs Co-ordinator 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
- Liaising with and advising fellow teachers and contributing to in-service training of staff



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- 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
 - Keeps teachers informed about the external assessment services that are available and the procedures to be followed for initial referrals
 - Advises parents on procedures for availing of special needs services
 - Selects children for psychological assessment in consultation with class and support teachers and with the NEPS psychologist.
 - Liaises with external agencies such as NEPS to arrange assessments of children with SEN
 - Liaises with SENO regarding all aspects of special education provision
 - Stores confidential information (Psychological Assessment Reports etc.) regarding children with SEN and shares same with principal, class teachers, support teachers, SNAs, other agencies where appropriate.
 - Participates in and or oversees the drafting of IEPs, GEPs and classroom support plans.
 - Participates in and or oversees the monitoring and storage of Cuntais Mhíosúla.
 - Arranges for exemptions from the study of Irish for pupils for whom this is appropriate.

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
- Regular formative and summative assessment in order to inform differentiation for all pupils
- 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
- Implement behaviour modification programmes in the classroom e.g. individual reward system, visual schedule.

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, spiralled approach, utilisation of IT, individual teaching, and scaffolded instruction. This may also require environmental adaptations to promote curricular access.

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 the class. Classroom Support is an intervention process co-ordinated by the class teacher and carried out within the regular classroom. Refer to Table 1: Identification of Educational Needs through the Continuum of Support Process (page 4)

Class teachers have ultimate responsibility for every child in their class. Where an SNA has been assigned to a pupil in a class the class teacher must:

- Ensure SNA support is available for those who need it in a class situation and identify the appropriate tasks to be completed by the SNAs
- Provide a suitable seating arrangement for the SNA and the child
- Collaborate with the SNA with regard to planning and timetabling
- Devise a list of classroom tasks to be undertaken by the SNA when time is available e.g. staff meetings, 10 minutes before/after school, etc

The Role of the Special Education Teacher

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

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
- communication and/or language development
- support behaviour modification programmes in the classroom
- implement behaviour modification programmes in a support setting
- 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.

In addition to consultation around the individual needs of their child, parents also value receiving good information on the nature and type of the special educational needs provision available in the school. Our school will consult with parents when developing and reviewing policies relating to the education of children with special educational needs. 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 Role of the Special Needs Assistant

SNAs are considered an important part of the school team and carry out duties of a non-teaching nature. SNAs provide schools with additional adult support staff who can assist children with Special Educational Needs who also have additional and significant care needs. Such support is provided in order to facilitate their attendance at school and to minimise disruption to class or teaching time for the pupils concerned, or for their peers, and with a view to developing their independent living skills.

The SNA always works under the direction of the class teacher, Special-Ed Co-ordinator or the Principal. The class teacher has primary responsibility for the progress and care of all pupils in his or her classroom, including pupils with Special Educational Needs. The SNA provides support in assisting the pupil to access the curriculum. SNAs may be required to assist teachers in gathering data in relation to specific behaviours or care needs of the children in their care.

Where required SNAs will be involved in planning for activities and classes where there may be additional care requirements associated with particular activities, liaising with class teachers and other teachers such as the Special Ed Team and school Principal, attending meetings with parents, SENO, NEPS psychologists, or school staff meetings with the agreement or guidance of class teacher/Principal.



The SNA should be familiar with all relevant school policies, in particular the school Code of Behaviour, Child Protection, Intimate Care Policy and any other policy which should direct their practices. The role of the SNA is outlined in more detail in circular 0030/2014.

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. Signed consent will be sought from parents when the school is implementing any assessment or intervention more than standard assessment or differentiation. 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.

The Parents/Guardians of the pupils of Ard Rí CNS 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.
- Keeping up to date with Special Educational Supports they are entitled to. Good sources of information are Enable Ireland, your GP, Department of Education policies, National Parent Council etc.

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 as per the school's admission policy and procedures. 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 should notify the school of their child's special needs at the earliest opportunity. The Board of Management/ Principal may 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

Ard Rí CNS is a single storey building with ramps where appropriate. Where specialised equipment is to be used (e.g. hoist, adjustable height changing unit) training will be given to staff as required.

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
- Early Intervention in Infant classes e.g. station teaching, co-teaching
- In class Literacy interventions, where appropriate.
- Print rich environment
- English as an Additional Language support
- Aistear
- Shared/paired reading
- Story time, Library time, Drop Everything and Read (DEAR) time, Book Week, Book Fair, Reading buddies, Word games, Class library, visiting authors
- Access to Literacy apps on school ipads.

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. Screening tests are administered in Junior Infants during their first term in school. 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. Pupils who present with scores below a given point are selected to participate in an intensive 8-10 week literacy intervention called the Forward Together Programme. At the end of the 8-10 weeks, every participating pupil is re-tested (using M.I.S.T.) to measure progress made as a result of this early intervention. Parents are informed of their child's performance on the re-test.



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 Programmes; Listening to music.

Observation and/or assessment:

Observation: Methods in use- personal checklists, record sheet for each child, Shared observation (2nd opinion), listening to reading, General correction of homework. Recording observation-Checklists, Personal records, reading records, paired reading, Teachers own observation. Share concerns with: - Last year's/ next year's teacher, similar level teacher, parents, SEN teacher, SEN co-ordinator

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 SEN coordinator 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 1

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 (Classroom Support Plan) and monitors the Record of Differentiated Support for half a term. The class teacher must gather factual data in relation to the identified area of weakness; Frequency Charts, ABC Charts, Pupil Self-Assessment, Disruptive Behaviour Questionnaires etc. documenting the behaviour must inform the Classroom Support process. If this strategy does not work then the teacher will continue to the next stage, School Action (School Support).

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

Stage 2

In cases where the Record of Differentiated Support indicates that progress has not been made, if the results of tests (M.I.S.T., Micra-T, Sigma T) and teacher observation indicate this to be the case, or if the child is performing below the 12th percentile on standardized assessments 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 every term.
- 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. 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 3

The support or class teacher will perform diagnostic tests on these children (at School Action) usually at the beginning and end of the school year. These tests can include but are not limited to; Non-Reading Intelligence Test, Non-Verbal Reasoning Test, Pearson Dyslexia Test, York Analysis of Reading Comprehension.

When it has been identified that a child is still struggling and performing below the tenth percentile despite School Action the class teacher with the support teacher and SEN coordinators, in consultation with the child's parents, may consider the following actions:

1. A psychological assessment will 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 IEP 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 IEP



- 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 at least two SNAs and either the class or support teacher. The SEN co-ordinator should also be present.
 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 Education And Skills.

Individual Education Plan

Based on Psychologist's report, tests, Record of Differentiation and School Action Plan the class teacher with the support teacher, SNA (if assigned), parents and representatives of outside agencies (if necessary) formulate an Individual Education Plan.

These IEPs, 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,
- services for transition to 2nd level school where appropriate,
- the goals, which the child is to achieve over a period of half a year.

The strategies set out in the IEP will, as far as possible, be implemented in the normal classroom setting.

The management of the IEP strategies will be the responsibility of the class teacher, support teacher and the SEN coordinator.

Review of IEPs

The SEN coordinator will ensure that the review is conducted once each term (October, February). The class teacher consults with the support teacher, the child and SNA (if appointed) and they agree on the expected outcomes of the IEP. 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 will be recorded on the IEP Review form. (Attached, Appendix 1 Support Review Record).

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 Action.

IEPs for children moving to 2nd level will be referred to at the consultation meetings with the 2nd level representative.

Complaints

Should a complaint arise the Louth Meath Education and Training Board Complaint Procedure will be implemented immediately. A copy of the LMETB Complaints Procedure is available from our website. As per the complaints procedure parents should, in the first instance make an appointment to speak to the relevant staff member with a view to resolving the complaint.

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 by monitoring:

- the standards obtained by children with special needs
- the number of children at each of the three stages
- The level and pattern of help (i.e. average time allocated and the balance of in-class and withdrawal support)
- Views of parents
- Visits from specialist teachers
- Staff views on in-service
- Children's views

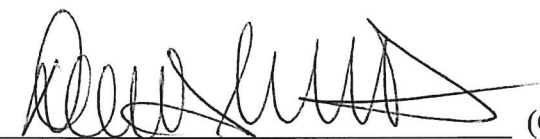


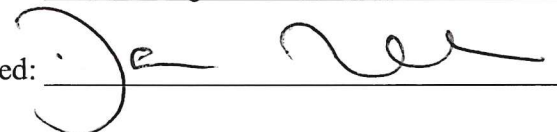
Monitoring/ Evaluation/ Review

This policy was adopted by the Board of Management on 12.03.2019

This policy has been made available to school personnel, published on the school website, is available from the school office and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed:  (Chairperson of Board of Management)

Signed:  (Principal)

Date: 12.03.2019

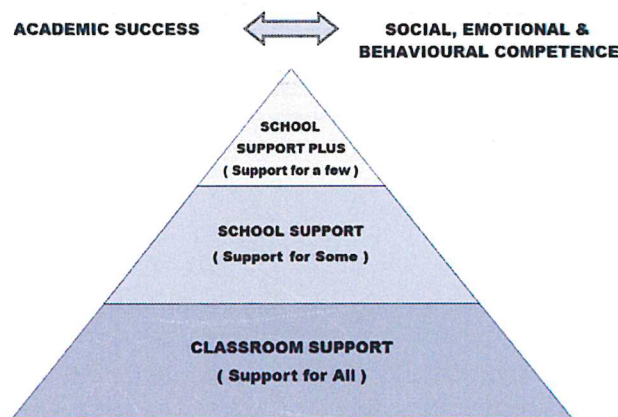


Date of next review: _____

Appendix 1

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 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:			



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', '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?	
<input type="text"/>	
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?	
<input type="text"/>	
Have the student's needs changed since the start of the plan? If so, how?	
<input type="text"/>	
Recommended future actions – what, how, who, when?	
<input type="text"/>	
Any comments from the student?	
<input type="text"/>	
Any comments from the parent(s)/guardian(s)?	
<input type="text"/>	
Signature of parent(s)/ guardian(s):	



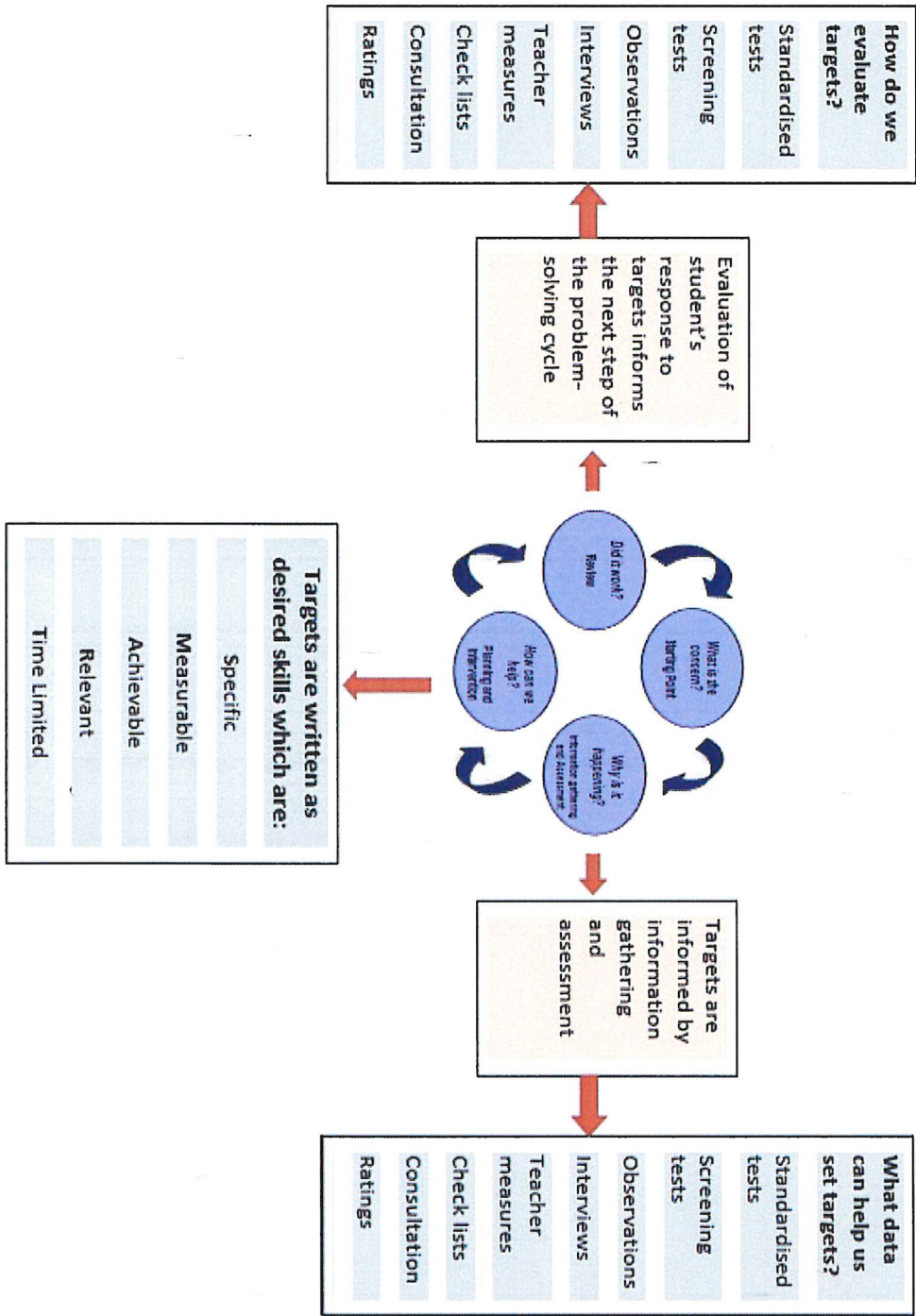
Signature of teacher(s):

Outcome of Review (tick as appropriate):

<input type="checkbox"/>	Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support	<input type="checkbox"/>	Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus
<input type="checkbox"/>	Continue at Current Level of Support	<input type="checkbox"/>	Request consultation with other professionals

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

Appendix 2: Target-setting as part of the problem-solving-framework





Appendix 3:

Support Checklist		
Name:	Age:	Class:
General Information:	Date Checked:	Comments:
1. Parent(s)/Guardian(s) Consulted:		
2. Information from previous school/preschool gathered:		
<input type="checkbox"/> 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:		
<input type="checkbox"/> 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		

Appendix 4:

Exceptional Ability & Giftedness Policy

Definition and background

“An able child is one that achieves or has the ability to achieve at a level significantly in advance of their peer group. This may be in all areas of the curriculum or in a limited range” (Eyre, 1999)

- Children who are considered gifted may have been assessed by a psychologist and found to have a high level of intelligence (an IQ score of 130+, 98th Percentile)
- Giftedness is recognized as a “disability” or Special Education condition in the Education Act of 1998.

School Ethos

We, the teaching staff at Ard Rí Community National School aspire to cater for those pupils who are exceptionally able in **academic** areas (i.e. the top 2% of the school population). Parents of relevant children will be given information regarding the relevant outside agencies e.g. Centre for Talented Youth Ireland at DCU

Those pupils who show exceptional talent in **non-academic** areas e.g. psychomotor ability, mechanical aptitude, visual and performing arts ability, will be given information regarding the relevant outside agencies e.g. Coder Dojo, Gymnastics etc.

Procedure for identification of pupils with Exceptional Ability

Criteria for Assessment

1. A range of strategies may be used to identify exceptionally able pupils;
 - Annual standardised tests
 - NRIT
 - Psychological Assessments
 - Teacher observation
 - Parental requests
 - Referral by other individuals, schools or organisations.
2. From first class onwards, pupils who score on or above the 98th percentile in the Micra T **and** Sigma T tests will then do the NRIT and NVRT to gain a more definitive guide of their ability.
3. Where teacher observes a child displaying exceptional ability in a specific academic area then further assessment may be carried out to establish giftedness. Where it is a non academic area the parent will be informed of outside agencies more suited to the development of the pupil's giftedness.

Catering for pupils with Exceptional Ability

The pupils who meet the criteria for exceptionally able (IQ of 130+) will be catered for within the classroom based on a differentiated programme of work **or** if deemed possible by the Principal may be offered extension classes on a

withdrawal basis, subject to the approval of the pupil and their parents. These classes will form part of each SET's timetable *where feasible*.

Responsibility and Management


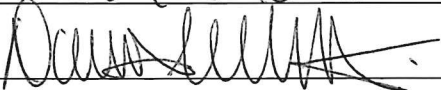
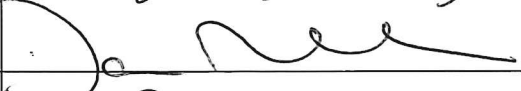
1. The class teacher is responsible for differentiation within the classroom including acquisition and distribution of teaching resources for differentiation
2. The SET team will be responsible for the assessment stage of this process, organisation of extension classes including timetabling (where applicable), acquisition and distribution of information regarding referral and assessment by outside agencies.
3. The Principal will liaise with parents, SETs and class teachers throughout the process.
4. According to guidelines for professional development, costs will be paid by BoM to teaching staff who attend in-service training and courses about giftedness.



lmetb

Bord Oideachais agus Oiliúna Lú agus na Mí
Louth and Meath Education and Training Board

Policy for Resolution/Ratification by LMETB Board

School	Ard Rí Community NS
Policy Title	Special Educational Needs Policy
Date of School Board of Management Meeting	12.03.2019
Please confirm if a quorum was present at the meeting (4)	YES.
Please confirm if the completed Policy Consultation Record was presented at the meeting	
Policy Proposed By	Lindsay Quinlan
Policy Seconded By	Paul O'Toole
Signed	 Chairperson of Board of Management
Date	12.03.2019
Signed	 Principal
Date	12.03.2019

Board of Management Policy Consultation Record

Please bring this completed form to your Board of Management meeting when considering a policy at BOM level for ratification. Please note that the Board of Management should only ratify a policy once the appropriate consultation process has been completed with students, staff and parents/guardians. More detailed records of consultation should be retained in the school.

In the case of consultation with staff please ensure that the staff have ratified the policy at a staff meeting and that the name of the proposer and seconder for the policy have been included in the minutes of that staff meeting.

School:	ARD Ri Community NS
Policy:	Special Educational Needs Policy

Staff Consultation

Date of Final Consultation:	12.03.2019
Proposed By:	Greene Carr. (Staff Member)
Seconded By:	Paulin Ni Dhonncha (Staff Member)

Student Consultation

Date of Final Consultation:	
Proposed By:	(Student)
Seconded By:	(Student)

Parent/Guardian Consultation

Date of Final Consultation:	12.03.2019
Proposed By:	[Signature] (Parents Association Member)
Seconded By:	Shelley Mercer (Parents Association Member)