

## **S.E.N. Policy**

### **Introductory Statement**

The purpose of this policy is to provide practical guidance for teachers, parents and interested persons on the provision of effective learning support to pupils experiencing low achievement and/or learning difficulties.

This policy was initially drawn up by the principal, class teachers and learning support team of St. Michael's N.S. Cloonacool on 7<sup>th</sup> December 2009.

Due to significant changes this policy was reviewed in Oct 2012. The policy was again reviewed in March 2014 following recommendations during incidental inspection Sept 2013. During 2015 our school participated in Pilot school evaluation SEN. Following recommendations further review of this policy occurred during 2019. This revised policy was ratified by the Board of Management 2019/2020 and will be implemented during Term 2 2020.

### **The Belief Statement**

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. As far as possible, it is our aim to minimise the difficulties that children may experience. We in St Michael's N.S. are dedicated to helping each child to achieve his/her individual potential. The provision of a quality system of learning support and an inclusive curriculum is integral to this commitment. We hope to achieve this within a climate of positive co-operation, supported by the entire school community, i.e. pupils, teachers, special needs assistants, support staff, parents, church, Board of Management and Parent's Association.

### **Rationale**

In St Michael's N.S. we aim to support children experiencing difficulties through the successful implementation of this policy. We aim to enable each child to fulfill their potential.

The purpose of this policy document is to provide information to school personnel and parents on how we organise provision for teaching and support of children with special educational needs. The term special educational needs is broad and includes children who have difficulty acquiring literacy and/or numeracy skills, children with difficulties with fine or gross motor skills, children who have English as an additional language (if that impacts on their progress) and children who have diagnosed disabilities.

In this document, SEN can be taken to be special educational needs in this broad sense.

Our SEN team encompass what were previously termed Learning Support Teachers, Resource Teachers and teachers for children with English as an Additional Language (EAL teachers).

This policy was devised also to comply with Department of Education legislation and circulars

The policy is based on [Guidelines for Primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools \(Department of Education & Skills\)](#).

### ***Aims***

Our school is committed to helping our pupils to achieve their full potential. The provision of a quality system of SEN support teaching is integral to this commitment. Through the implementation of our SEN policy we aim to:

- support the inclusion of children with SEN in our school
- develop positive attitudes about school and learning in our children
- ensure that the Staged Approach/Continuum of Support is implemented (see below)
- optimise the teaching and learning process in order to enable children with learning difficulties to achieve adequate levels of proficiency in literacy and numeracy before leaving primary school (Guidelines for Schools, p15)
- enable children to participate in the full curriculum
- support appropriate differentiation in the classroom
- support children's development both socially and emotionally
- enable children to understand themselves as learners
- involve parents in supporting their children
- promote collaboration among teachers in the implementation of whole-school policies on learning support for our pupils
- promote early intervention programmes designed to enhance learning and prevent/reduce difficulties in learning.

### ***Principles of SEN Support***

The provision of SEN support in our school is based on the following principles:

- Quality of teaching.
- Effective whole-school policies.
- Direction of resources towards children in greatest need.
- Implementation of a staged approach to support provision at Class Support/School Support/School Support Plus levels.
- Provision of the model(s) of intervention appropriate for the child, including the withdrawal model, in-class support model, individual or group work, etc.

### ***Legislation***

In drawing up this special needs policy cognizance has been taken of the impact of the following legislation on our future practice

- Education Act 1998
- Education Welfare Act 2000
- Equal Status Act 2000
- Education for Persons with Special Educational Needs Act 2004
- Disability Act 2004

### ***Current Provision:***

- Base school for SET teacher.
- Currently no SNA employed in our school.

## ***Continuum of Support- Staged Approach***

### **Level 1. Classroom Support**

If a class teacher or parent has concerns about the academic, physical, social or emotional development of a child, the class teacher will then construct a simple, individual plan of support to be implemented in the normal class setting. This plan will form the 1st instructional page of the child's Continuum of Support and will be based on screening measures administered by the teacher. The plan will be reviewed after each instructional term (using the Review Page from the Continuum of Support document). If the plan is working well for the child it may be decided to continue with it. If insufficient progress is made and the child is still having difficulty then Level 2 (School Support) is implemented.

### **Level 2. School Support**

If further intervention is deemed necessary (after further diagnostic testing by the Special Education Teacher) and the child is to receive supplementary teaching at School Support Level then a letter of consent will be sent to the parents by the Special Education teacher in question. If parents will not agree to support teaching they are requested to write a letter to the school stating that their child has been offered additional support but they do not agree to it.

The class teacher and Special Education teacher then draw up a plan of appropriate learning outcomes for the child. This plan will form the new level 2 targets of the child's Continuum of Support and will be implemented in conjunction with the child's Classroom Support Plan (1st Page). The child's parents/guardians will be informed of this plan, invited to contribute and asked to sign it. This plan will be reviewed at suitable times and if significant concerns remain after a number of reviews, it may be necessary to involve outside agencies such as NEPS or the HSE (Level 3) at suitable times.

### **Level 3. School Support Plus**

The school may formally request a consultation from other professionals outside the school in respect of children who fail to make sufficient progress after supplementary teaching or the implementation of a behavioural programme, as appropriate. If parents do not agree that a child should proceed to onward referral e.g. they are requested to write this refusal in a letter to the school. Such professional advice is sought from psychologists, speech therapists, audiologists, occupational therapists etc. This is carried out in consultation with and with the permission of the child's parents/guardians. Following the consultation, the class teacher, Special Education teacher, parents and outside professional (if available) will draw up a Learning Programme for the child. This will be the child's Support Plan.

In case of children identified at an early age as having significant special educational needs, intervention at Level 3 will be necessary on their entry to school.

Support in the classroom will be an essential component of any learning programme devised for such children and primary responsibility for the child will remain with the class teacher in consultation with the Special Education teacher.

Note: The 'Log of Actions' in the Continuum of Support will be added to as appropriate (after a decision has been made or a meeting held). These additions will be made by the Class Teacher or the Special Education Teacher.

#### ***4. Roles and Responsibilities***

The role of supporting learning is a collaborative responsibility shared by all the school community: The Board of Management, Principal Teacher, Parents, Class Teachers, Special Education Teachers, SNAs, Children and external bodies and agencies.

##### ***Board of Management***

The Board of Management will:

- be informed of the reviewed SEN policy and any updates to it.
- ratify the SEN policy.
- ensure that satisfactory classroom accommodation and teaching resources are available.
- provide secure facilities for the storage of records relating to children in receipt of SEN support.

##### ***Post of Responsibility***

In our school the AP2 post will have overall responsibility for the school's provision for children with SEN. Records of referrals made to NEPS and other outside services are maintained.

##### ***Class Teacher***

The Class Teacher has primary responsibility for the progress of all children in his/her class, including those selected for supplementary teaching. (Guidelines 2017)

The Class Teacher will-

- provide effective teaching and learning opportunities
- support the identification of learning difficulties
- provide Classroom Support/Level 1
- log actions in the Support Plan
- communicate with parents/guardians
- draw up Classroom Support Plans (Level 1 Continuum of Support) *“Interventions with children at stages 2 and 3 should include a classroom support plan to ensure that the children's needs are met for the whole school day”* (Guidelines 2017 p7)
- collaborate with the Support Teacher in the development of a Support Plan for each child who is in receipt of supplementary teaching at School Support/School Support Plus Level on the Continuum, by identifying appropriate learning targets and by organising classroom activities to achieve those targets. A key role of successful support is a high level of consultation and co-operation between the Class Teacher and the Support Teacher.
- Central to this consultation is the development, implementation and review of support plans. This consultation will be achieved through formal timetabling where required, and through informal consultation as the need arises.

##### ***SET Teacher***

The central roles of the SET teacher will be to

support the class teacher in optimising teaching and learning opportunities and to provide specialised teaching to those children with identified special educational needs. Special Education Teacher responsibilities will consist of both teaching and non-teaching duties. These will include:

- Providing supplementary teaching commensurate with the child's particular and individual needs.
- Researching the child's learning difficulty/SEN, to become familiar with their needs and their preferred learning methods.
- Being familiar with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs (Guidelines 2017 p.13).
- Developing a Support Plan for each child who is selected for supplementary teaching, in consultation with Class Teachers and parents.
- Maintaining a Short-Term Plan and Progress Record, or equivalent, for each individual or group of children withdrawn for support teaching. Maintaining a Short-Term and Progress Record (together with the Class Teacher) for in-class support.
- Administering a range of formal and informal assessments and maintaining records of the outcomes of those assessments. This will involve:

Conducting an initial Diagnostic Assessment of each child who has been identified as having low achievement and/or a learning difficulty, based on results of an appropriate screening measure and record the findings of the assessment in the child's Support Plan.

Monitoring the ongoing progress of each child in receipt of supplementary teaching in relation to the attainment of agreed learning targets and short-term objectives that arise from them, and recording the observations in the Short-Term Plan and Progress Record, or equivalent.

Reviewing the progress of each child when required and recording it on the child's Support Plan.

- Providing supplementary teaching in English and/or Mathematics to children who experience low achievement and/or learning difficulties at School Support/School Support Plus (as per selection criteria).
- Supplementary teaching will also be provided for children whose social skills, gross/fine motor skills and English language skills need further development (EAL).
- Logging actions in the Support Plan.
- Delivering early intervention programmes.
- Assisting the implementation of whole-school procedures for the selection of children for supplementary teaching.
- Contributing to the development of SEN policy.
- Providing advice to the Class Teacher (if requested).
- Meeting with parents of children who are in receipt of support teaching where a concern is ongoing.
- Liaising with external agencies such as speech and language therapists etc., and implementing suitable recommendations, wherever possible.
- Implementing school policies on preventing learning difficulties, screening children for learning difficulties, interpreting the outcomes of diagnostic assessments and providing supplementary teaching, where it is deemed necessary.

### ***Role of SNA ( currently no SNA employed in our school)***

The role of an SNA will be to carry out duties based on the care needs of the child. The tasks associated with these duties can be of a primary or secondary nature. (Circular 0030/2014)

The **primary care support tasks** may include:

- Administration of medicine.
- Assistance with toileting and general hygiene.
- Assistance with mobility and orientation.
- Assisting teachers to provide supervision in the class, playground and school grounds, and at recreation, assembly and dispersal times.
- Assisting children while at play as appropriate.
- Provision of non-nursing care needs associated with specific medical conditions.
- Care needs requiring frequent interventions including withdrawal of a child from a classroom when essential.
- Assistance with moving and lifting of children, operation of hoists and equipment.
- Assistance with severe communication difficulties including enabling curriculum access for children with physical disabilities or sensory needs and those with significant, and identified social and emotional difficulties.

The **secondary care support tasks** may include:

- Preparation and tidying of workspaces and classrooms or assisting a child who is not physically able to perform such tasks; to prepare and tidy a workspace, to present materials, to display work, or to transition from one lesson activity to another.
- Assistance with the development of Personal Pupil Plans (PPP) for children with Special Educational Needs, with a particular focus on developing a care plan to meet the care needs of the child concerned and the review of such plans.
- Assistance with maintaining a journal and care monitoring system for children including details of attendance and care needs.
- Planning for activities and classes where there may be additional care requirements associated with particular activities.
- Attending meetings with Parents, Special Educational Needs Co-ordinator (SENO); National Educational Psychological Service (NEPS); or school staff meetings with the agreement and guidance of Class Teacher/Principal.
- Assistance with enabling a child to access therapy or psycho-educational programmes such as anger management or social skills classes, under the direction of appropriate personnel.
- Assistance to attend or participate in out of school activities: walks, or visits, where such assistance cannot be provided by teaching staff.

### ***Role of Parents/Guardians***

The central role of parents/guardians of children with SEN is the same as all parents/guardians, i.e to support the work of the school and to optimise teaching and learning opportunities for their child at home.

### ***Role of Children***

The role of the child with SEN will be that of active participant in their own learning; the extent and nature of this will depend on their strengths and needs.

### ***Role of Principal***

The role of the principal is to:

- Assume responsibility in conjunction with AP2 post holder for the development and implementation of the school's policy on SEN provision in co-operation with the Board of Management, teachers, parents and children
- Work with teachers and parents in the development of the school plan on learning support in the context of special needs education
- Monitor the implementation of the school plan on learning support on an ongoing basis
- Monitor the selection of pupils for supplementary teaching
- Keep teachers informed about the external assessment services that are available and the procedure to be followed in initiating services referrals
- Help teachers increase their knowledge and skills in the area of learning support e.g. courses St Angela's and Sligo Education Centre.

### ***Role of Board of Management***

The role of the Board of Management is to:

- Oversee the development, implementation and review of the provision of SEN support in the school.
- Ensure adequate classroom accommodation and teaching resources are provided for the support teacher.
- Provide a secure facility for storage or records in relation to pupils in receipt of learning support.
- Budget for ongoing support for professional development in learning support for staff.

### ***Role of AP2***

- Formulate and review SEN policy and oversee its implementation.
- Assist in development of effective strategies and best practice for use by SET.
- Assist with School Support and School Support Plus planning templates.
- Acquire and store appropriate diagnostic tests.
- Assist in keeping SEN as well-resourced as school budget allows.
- Organise whole school screening.
- Collaborate with class teachers regularly.

### ***Role of External Bodies and Agencies***

Our school liaises with external professionals such as NEPS Psychologists, Special Education Needs Organisers (SENO), the National Council for Special Education (NCSE) Support Service, the HSE (Health Service Executive), Early Intervention Teams, School Age Teams, Tusla, Visiting Teachers for children with vision impairment, Visiting Teachers for children with hearing loss, and the Inspectorate. We acknowledge that the needs of many children span both health and education services. We therefore liaise with and contribute to health-led assessment and delivery of interventions and facilitate meetings between parents and various support services. We also endeavour to incorporate relevant recommendations from health professionals in developing support plans at each level of the Continuum of Support.

## *Prevention and Early Intervention*

### **Prevention Strategies**

- Differentiation of the curriculum by the mainstream class teacher to cater for individual strengths and needs.
- Development and implementation of agreed approaches to the teaching of English and Mathematics to ensure progression and continuity from class to class, including the *Aistear* programme in the Infant classes, *Guided Reading* using the PM Readers from Junior Infants to 2nd class and Rainbow Readers Stages 1 & 2.
- Careful development of phonological awareness, rhyming skills and oral language skills, before formal reading of words and books.
- The use of concrete materials as much as possible and as appropriate.
- Ongoing structured observation and assessment of the language, literacy and numeracy skills of children in the Infant classes to facilitate early identification of possible learning difficulties.
- Class-based early intervention by the class teacher focusing on the provision of additional individualised support, as and when required.
- Provision of additional support in language development/early literacy/early mathematical skills to children who need it.
- Support for children experiencing social/emotional difficulties and problems with concentration.
- Provision of Assistive Technology as appropriate.
- Promotion of parental involvement through their attendance at induction meetings for parents/guardians of incoming Junior Infants and the arrangement of formal and informal parent/teacher meetings.
- Early Intervention Strategies
- Early intervention programmes may be provided by the class Teacher and/or the SET, in accordance with the Staged Approach (NEPS Continuum).
- The development and implementation of agreed whole school approaches to oral language (SSE), phonological awareness, and to the teaching of other aspects of English e.g. writing genres.
- Implementation of Buddy Reading Programme in all classes.
- Differentiated reading groups
- Differentiated spelling groups
- Teacher modification of presentation and questioning techniques to maximize involvement in class activities
- Ongoing observation and assessment of pupils by the class teacher
- The development and implementation of agreed whole school approaches to the teaching of aspects of numeracy, e.g. our whole school approach to the language of tables, subtraction and problem-solving.
- Group teaching/ conferencing
- Encouraging self-assessment/ peer assessment SALF folders
- Early parental involvement: Promotion of parental understanding and involvement through their attendance at an induction meeting for the parents of incoming Junior Infants
- Continued parental involvement: class group meetings for all parents every September and the arrangement of formal Parent-Teacher Meetings.



- Exceptionally able pupils will be offered support by the Learning Support teacher when their learning needs cannot be met in the classroom setting and when the caseload allows. We have referred pupils to CTY (Centre Talented Youth) and this has provided worthwhile opportunities for exceptionally able pupils. On an annual basis the principal asks class teachers if there are any pupils who would be eligible for the programme.

Collaboration and consultation between the Class Teachers and the SET, should identify children who may be in need of early intervention.

Teacher observation and professional opinion will be given due consideration in the selection of children for early intervention programmes at Classroom Support/School Support level.

### **Early intervention programmes will include -**

- Active learning programme for all Junior Infant children with specific emphasis on oral language development, underpinned by the principles of the *Aistear* programme and the new Language Curriculum.
- Early intervention literacy and language support programme graded readers in Junior Infant to 2nd classes daily.
- Withdrawal of children to a support teaching room, in-class support, team teaching, group work and individual support will be provided, as appropriate and if it is in a child's best interest.

### ***Identifying and selecting children for additional teaching support***

**Children with the greatest level of need have access to the greatest level of supports.**

#### **Selection criteria**

The following criteria will be used by our school to select children for supplementary teaching in line with the new model of Special Education Teaching (Circular 13/2017).

- Children previously in receipt of "Resource hours" who continue to experience significant learning difficulties.
- Children scoring at or below the 10<sup>th</sup> percentile on standardised assessments in Literacy and Maths.
- Children scoring at or below the 12<sup>th</sup> percentile on standardised assessments in Literacy and Maths (to allow for a margin of error).
- Children diagnosed as having Low Incidence Learning Disabilities since 2017.
- Children diagnosed as having High Incidence Learning Disabilities.
- Children who have English as an Additional Language (EAL) and whose English needs further support.
- Early intervention in literacy and/or Maths - Infant class children who continue to experience difficulties in early literacy skills, despite interventions made by the Class Teacher at Classroom Support (Level 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it.
- Children scoring at or below STEN 4 (30th percentile) on standardised assessments in literacy and/or Maths and who continue to experience difficulty, despite interventions made by the Class Teacher at Classroom Support (Level 1) level of the NEPS

Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it.

- Children experiencing serious difficulties with oral language or social or emotional development or application to learning, despite interventions made by the Class Teacher at Classroom Support – Level 1
- level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it.
- Transition to Post-Primary School. This is also supported by the HYL officer.
- Exceptionally Able/Gifted Children.
- Interventions will be made in the first instance by the Class Teacher at Classroom Support (Level 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it.
- Support from Centre for Talented Youth Ireland (CTYI) is accessed as appropriate.

### ***Continuing and Discontinuing Supplementary Teaching.***

At the end of each instructional block/term the progress of each child who is in receipt of support teaching will be evaluated following consultation with the child's class teacher and where appropriate, the child's parents/guardians.

A decision will be made regarding their continued level of support and revised targets will be set in their Support Plan.

The school may decide to discontinue supplementary teaching with some children when satisfactory progress has been made and targets have been met.

The school may also decide to discontinue supplementary teaching with some children who are now performing above the percentile laid down in the selection criteria for receiving support; however, if both the class teacher and support teacher feel such a child needs scaffolding to maintain this standard then continued supplementary teaching may be offered if places are available in the appropriate group.

### ***Monitoring Progress***

The Support Review Record on the Continuum of Support will be completed by the SET in collaboration with the Class Teacher. This will be carried out at the end of each instructional period.

Self- Reflection (by the child) – as part of the Continuum of Support Review Record or SALF

Weekly Tests if applicable (e.g. Spellings/Tables).

Termly Assessments if applicable (teacher designed or from publishers).

Standardised Tests at end of year (1st – 6th) English and Maths.

Belfield Infant Assessment Profile is administered in Junior Infants annually

Drumcondra Test of Early Literacy is administered in Senior Infants

Further to this the SET has devised a grid which shows collated individual results in class groupings. This enables the class teacher and support teacher to identify groups and/or individuals requiring support based on test results.

Ongoing structured observation and assessment of the language, literacy and numeracy skills of the children in the Infant classes to facilitate early identification of possible learning difficulties.

***Record Keeping***

Class Teachers will keep a record of teacher designed tests, end of term tests and checklists in an Assessment Folder for their class.

A file for each child in the class is kept in a locked filing cabinet in the office. This file contains a sample of the child's work from September and June of each year, parent-teacher meeting notes, Standardised Test booklets and any relevant correspondence relating to the child.

Diagnostic Assessments and other checklists administered by the SET will be kept in Learning Support room and filed in individual folders in office at the end of each school year.

Continuum of Support documents for Children with SEN are also kept in the child's file in the office (a copy of relevant pages for the SET).

Personal Pupil Plans for children with SNA access will also be kept in the child's file in the classroom. (currently not applicable)

Psychological Reports that are active at any given time are kept in a locked cabinet in the office. Copies may be held by the class teacher in the child's file.

Results of Completed Standardised Tests will be uploaded to Aladdin where possible and a copy of each will be filed in the Profile of each individual child. The Standardised Tests currently used in our school are – Drumcondra Reading and SIGMA T (Maths). DPST.

End of Year school Report will be issued to parents/guardians in June. These reports are saved in Aladdin and a copy is placed in each child's individual folder in the office.

Monthly Reports from all teachers are sent to the Principal.

***Liaising with Parents/Communicating Information***

Class teacher meets with parents/guardians initially to discuss concerns and outline supports available in the school.

Special Education Teacher and Class Teacher meet with parents to agree a School Support Plan for the child.

SET liaises with parents of children in receipt of supplementary teaching to demonstrate methodologies that could be useful at home to further the child's learning.

Parents are encouraged to become involved in their child's learning. Activities are organized throughout the year to support this.

Parent Teacher Meetings are held in October

An information meeting is held for all parents during September annually.

An end-of-year report including a comment from SET teacher is sent home in June each year.

***Timetabling***

Supplementary teaching that children receive is in addition to their regular class programme in English and Maths, in so far as is practicable.

Co-teaching, where two teachers work together to plan, organise, instruct and make assessments on the same group of students, sharing the same classroom can operate during English and Maths times in class. If deemed more beneficial to the group being taught by the SET, they can be withdrawn to a quiet space.

In so far as is practicable children should not miss out on the same curricular area each time they receive supplementary teaching.

The SET will review the timetable at the end of each instructional term/block.

### ***Attendance***

An attendance record of children who are withdrawn will be kept by SET.

### ***Transition to Second Level***

Strong lines of communication exist between St Michael's N.S. and our local secondary school St Attracta's. The 6<sup>th</sup> class pupils take part in a transition programme during Term 3. Pupils are made aware of daily, schedules, subject choices and are also given an opportunity to visit their new school. The HYLO organises and delivers this programme and this officer is a key link between our primary school and secondary school. Secondary school principal is made aware of any pupils with specific learning difficulties and those attending support teaching via NCCA Passport.

### ***Complaints***

If parents/ guardians have a complaint about the special educational provision made, then they should in the first instance make an appointment to speak to the support teacher and then following this, if necessary, the principal. The complaint will be investigated and dealt with as early as possible. If the matter is not resolved to the parent/guardians satisfaction, procedures to be followed are outlined in the parental complaints policy.

### ***Other Related Policies***

- Enrolment Policy
- Child Safeguarding Statement
- Code of Behaviour Policy
- Equality of Access policy

### ***Monitoring and Reviewing the SEN Policy***

The Principal and AP2 post holder will monitor and review this policy.

### ***SEN Policy Success Criteria***

A whole school approach to the implementation of our SEN policy will:

- ensure that children with SEN gain access to a broad, balanced curriculum and have opportunity of access to an appropriate education.
- develop positive self-esteem and positive attitudes to school and learning among our pupils.
- improve standards of academic performance and achievement.
- enhance parental involvement in supporting their child's learning.
- increase collaboration between school personnel.  
feedback from parents of pupils with special needs  
feedback from teaching staff, special needs assistant  
feedback from NEPS and D.E.S. Inspectorate  
School Evaluation Report SEN Provision 2015.

The achievement of these success criteria will be assessed through: feedback from teachers, children and parents/guardians; child's achievements and ongoing analysis of children's academic performance and attainment of personal targets.

### **Implementation and Review**

The plan will be implemented by all staff members and supported by the Board of Management. It was reviewed in 2012, 2014 and 2019.

### ***Ratification and Communication***

The initial policy was formally ratified by the Board of Management in 2010.

Reviewed: Oct 12, March 2014 and 2019.

Date next review: 2023

### ***Acknowledgements***

[Guidelines for Primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools \(Department of Education & Skills\)](#)

*“Managing the Transition to the New Model of Special Education” (Dr. Mairéad De Búrca / INTO 2017)*

[Circular 30/2014 Special Needs Assistants](#)

[Circular 13/2017 Special Educational Needs – New Model](#)

<https://www.education.ie/en/The-Education-System/Special-Education/a-new-model-for-allocating-special-education-teachers-to-mainstream-schools.pdf>

### ***Useful websites:***

Department of Education & Skills: [www.education.ie](http://www.education.ie)

National Council for Special Education: [www.ncse.ie](http://www.ncse.ie)

National Council for Curriculum Assessment: [www.ncca.ie](http://www.ncca.ie)

Health Service Executive: [www.hse.ie](http://www.hse.ie)

S.E.N. POLICY

	<b>Sept.</b>	<b>Feb</b>	<b>April</b>	<b>May</b>	<b>June</b>
<b>Junior Infants</b>					
<b>Senior Infants</b>	Belfield Infant Assessment Profile (Selection of priority children)			Drumcondra Test early Literacy Numeracy	
<b>First Class</b>	Drumcondra Test early numeracy			Drumcondra Primary Reading test  Sigma-T	Drumcondra Spelling
<b>Second Class</b>		NRIT	Drumcondra Gaeilge (all children will have been tested twice)	Drumcondra Primary Reading test  Sigma-T	Drumcondra Spelling
<b>Third Class</b>			Drumcondra Gaeilge (all children will have been tested twice)	Drumcondra Primary Reading test  Sigma-T	Drumcondra Spelling
<b>Fourth Class</b>			Drumcondra Gaeilge (all children will have been tested twice)	Drumcondra Primary Reading test  Sigma-T	Drumcondra Spelling
<b>Fifth Class</b>			Drumcondra Gaeilge (all children will have been tested twice)	Drumcondra Primary Reading test  Sigma-T	Drumcondra Spelling
<b>Sixth Class</b>			Drumcondra Gaeilge (all children will have been tested twice)	Drumcondra Primary Reading test  Sigma-T	

## Screening Tests

Micra T

Sigma T Group

Drumcondra Test of Early Literacy Screening DTEL-

Senior Infants Drumcondra Test of Early Numeracy Screening DTEN-S Senior Infants

## Diagnostic Tests

BIAP Belfield Infant Assessment Profile Infants

Assessing the Early Learner Checklist CICE Rathmines Infants Literacy Checklist

Drumcondra Test of Early Literacy Diagnostic DTEL-D Senior Infants LARR Test of Emergent literacy Infants

Gillham Early Literacy Test Infants

First School Years Phonics Profile NEPS First Hundred Words Checklist

WRAPS Word Recognition and Phonic Skills 5.0 to 8.0 Running Records 1<sup>st</sup> and 2<sup>nd</sup>

Miscue Analysis Senior Infants to 2<sup>nd</sup> Rain Sentence Reading Test

NRIT Non-Reading Intelligence Test Level 1 and 2 First and Second NARA 11 Neale

Analysis of Reading Ability 1<sup>st</sup>, 2<sup>nd</sup>

Diagnostic Reading Analysis 6.6 to 16.5 Young Group Reading Test 6.5 to 12.10

Quest Reading Screening Tests 1 to 10 and Quest Diagnostic Reading Test Key stage 1 and 2

Marino Word Reading Test

Schonell Graded Spelling Test

The Drumcondra Spelling Test levels 1 and 2 1<sup>st</sup> 2<sup>nd</sup> Spar Spelling and Reading Tests D

Young 7.0 to 12.11 WRAT 4 Wide Ranging Achievement Test 2<sup>nd</sup>

DEST Dyslexia Early Screening Test 4.6 to 6.5 DST The dyslexia Screening Test 6.5 to 16.5

Drumcondra Test of Early Numeracy Diagnostic DTEN-D Senior Infants Gillham Basic Number Diagnostic Test 5.0 to 7.0

Busy at maths Term assessments Senior Infants to 2<sup>nd</sup> class Westwood Maths Checklist 2 Senior Infants to First

Quest Number Screening Tests and Diagnostic

Maths Matters Assessment First and Second Classes

NEPS Behaviour Checklist

LDA Speech and Language Screening 4.0 to 5.0 LDA

Speech and Language Screening 6.0 to 10.0 Picture Language Scale 5.0 to 7.0

## Appendix 2

### Resources and Methodologies

#### Literacy and Numeracy

Library of age appropriate fiction and non-fiction books for paired reading PM readers up to level 16

Fuzzbuzz yellow and red levels

Ginn Zoom Readers Sets A to F Sails Literacy Series

Building Bridges

White boards and blackboards

Toe by Toe

Jolly Phonics Games CD

Magnetic letters

Selection of phonics games

Phonics blend boards

PAT Learn to Read with Nursery Rhymes PAT Introductory Level

PAT levels 1 and 2

Alpha to Omega

Wordshark

SNIP

Selection of Dolch word bingo games Frank Schaffer

Sight Word Bingo Paired Reading

Maths manipulatives

Diennes and transition boards

Wooden number lines

Wooden pegboard hundred squares

Attribute blocks

Pegs and pegboards

Individual clocks

Clock stamper

Numbershark

Motor Skills Resources

Theraputty

Selection of gross and fine motor skills activity books Art supplies

Playdough

Bead threading

Plasticine

Scissors and magazines

Construction toys; Lego, knex, duplo, sticklebrick,

meccano, etc PE equipment



## **Resources and Methodologies**

### Language and Social Skills

Aistear

Chatter

LSA Language Cards

Time to Talk Alison Schroeder

Language Lessons in the Classroom by Susan Diamond,MA., CCC Speech and Language Specialist

Speaking, Listening & Understanding Games for young children – A Speechmark Classroom Resource Outside the Box by Catherine Delamin and Jill Spring

Basic Concept & Vocabulary Round Up Fun Reproducible Pictures& Auditory Bombardment Lists for Language Development by Beverly Foster

Headbanz for Kids Speaking Game for 2-6 players aged 7+ Storyboards Language Game by Felicity Durham -

Developing Baseline Communication Skills– A Speechmark Classroom Resource Outside the Box by Catherine Delamin and Jill Spring

Listening Comprehension (Lower) Activities to improve listening skills for 1<sup>st</sup> and 2nd by Graeme Beals

Prim-Ed (2 C )

Listening Comprehension (Lower) Activities to improve listening skills by Graeme Beals  
Prim-Ed

Behavioural Emotional and Social Difficulties A Continuum of Support Guidelines for  
Teachers DES NEPS

NEPS Good Practice Guide

Setting Up a Social Skills Training Group

The Socially Speaking Game

*Socially Speaking A Pragmatic Social Skills Programme for Primary Pupils* Outside the  
Box by Alison Schroeder

*Social Skills Training For Children and Adolescents with Asperger Syndrome and Social  
Communication Problems* Outside the Box by Jed E. Baker

101 Games for Social Skills by Jenny Mosley and Helen Sonnet

Coping with Chaos Programme

Strands Down Syndrome Ireland

Talkabout for Children- Developing Self Awareness and Self Esteem Outside the Box;  
by Alex Kelly Talkabout for Children- Developing Social Skills by Alex Kelly

Teaching Students with ADHD Outside the Box by Paula Galey

Helping Children Deal With Anger- Outside the Box by Jenny Mosley and Helen Sonnet

Think Good-Feel Good A Cognitive Therapy Workbook for Children and Young People  
Outside the Box by Paul Stallard

101 Games for Self Esteem by Jenny Mosley and Helen Sonnet

Stop and THINK learning A teachers Guide for motivating children to learn including those  
with special needs by Lindy Peterson

When I'm feeling Sad Storybook by Tracey Moroney

When I'm Feeling Happy Storybook

Zippy's Friends (Junior Infants – Second Class)

Selection of board games; Pictureka, Snakes and Ladders, Fishing, Guess who? Charades for Children, Beat the Bleep, Doctor Doctor, playing cards, matching games,

Publications and online resources to support SET

Guidelines for Primary Schools Supporting Pupils with Special Educational Needs in Mainstream Schools

The Learning Support Guidelines

Well-Being in Primary Schools

Effective Interventions for Struggling

Readers Inclusive Education Framework

Guidelines on the Individual Education Plan

Circular 0013-2017

Signposts

Functional language and Communication Resource

NEPS Good Practice Guide: A Balanced Approach to Literacy Development in the Early Years

Special Educational Needs; A Continuum of Support Guidelines for Teachers DES NEPS  
Special Educational Needs; Resource Pack for Teachers DES NEPS  
Assessment in the Primary school Curriculum NCCA PDST and SESS websites  
NEPS Student Support File

Classroom, School Support and School Support Plus templates Weekly notes templates

School Provision Plan for pupils with educational needs using the continuum of support framework.



## Special Educational Needs