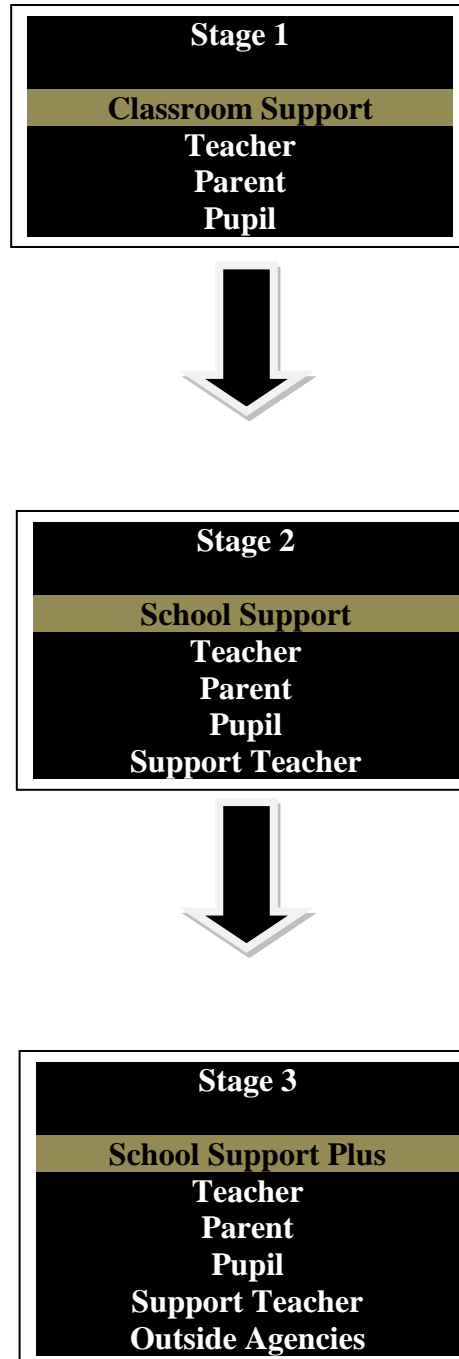


## **St. Mochta's National School**

# **Policy on Provision for Pupils with Special Education Needs in a Mainstream Setting**

- This policy was initially drawn up by the Principal, Deputy Principal, Staff and Learning Support Team of St. Mochta's National School at a series of consultative meetings which took place during April and May 2006.
- It was reviewed, discussed and further developed by the teaching staff in 2008.
- This Policy was discussed, reviewed and updated also during 2012.
- Another review began in May 2014

Schools will organise the use of resources depending on the level of needs.



## **Situation 2014**

Our school currently has 884 pupils. We have 9 Support Posts and 2 Resource Teachers available to the school. We have 32 Mainstream Classes, 1 Administrative Principal, 1 Administrative Deputy Principal and 8 Special Needs Assistants. Our school also has a cluster arrangement with two other Primary schools for providing learning support and resource teaching. The Deputy Principal has been assigned responsibility for the co-ordination of Special Education needs in the school as part of her post.

Best practice in relation to the provision of Learning Support and Resource Teaching is guided by the following documents:-

- Education Act 1998
- Equal Status Acts 2000-2004
- Education Welfare Act 2000
- Epsen Act 2004
- Disability Act 2005
- DES Learning Support Guidelines 2000
- DES Circular 02/05, 08/02, 0071/2011, 058/2006, 0030/2014.
- DES IEP Guidelines 2006
- Continuum of Support NEPS 2007
- Continuum of Support NEPS 2010 - BESD
- Developing a Code of Behaviour Guidelines for Schools (NEWB 2008)
- National Strategy on Numeracy & Literacy (2011-2020)
- Guidelines for Supporting Pupils with Behavioural, Emotional and Social Difficulties ( DES 2012 )
- Aistear – 2011
- Guidelines on the Individual Education Plan process – [www.ncse](http://www.ncse)
- Signposts – SESS 2008.
- Children with Special Needs – ncse 2011.
- Engaging Learners ( laptops Initiative – 2006 )
- Inclusive Education Framework – ncse 2011.

## **Rationale**

The policy has been drawn up in response to:-

- Requirements of children with special needs in the school.
- To assist parents in making an informed decision in relation to the enrolment of their child in our school.
- To comply with legislation and Department of Education and Skills Circulars.
- Our existing Policy is in need of updating and review.
- To provide practical guidance for teachers, parents and other interested persons on the provision of effective learning/ resource support for pupils experiencing low

achievements in numeracy and literacy in language and/or learning difficulties and pupils with behavioural difficulties.

## **School Ethos - Inclusion in St. Mochta's N.S.**

In St. Mochta's we are dedicated to implementing an inclusive enrolment policy in accordance with the Education Act (1998) and the Equal Status Act (2000).

“Special Education Needs” is defined in the Education for Person with Special Needs Act 2004 (EPSEN):

*“A special educational need refers to a person who has a restriction in capacity to participate in and benefit from education due to an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition and cognate words shall be constructed accordingly”.*

Practical steps are in place to ensure that pupils with Special Educational Needs are included in the life of the school and the class room. School employees are made aware of the special educational needs of pupils and strategies to include them in the life of the school. The provision of a quality system of Learning/ Resource Support is integral to this commitment to adopt a whole-school inclusive approach to meeting special educational needs.

## **Aims**

Through the implementation of this policy we strive to:-

- Optimise the teaching and learning process in order to enable pupils with learning difficulties to achieve improved levels of proficiency in literacy and numeracy before leaving primary school.
- Facilitate pupils to share with their peers as complete an educational experience as is possible.
- Develop positive self-esteem and positive attitudes to school and learning.
- Enable pupils to monitor their own learning and become independent learners within their own ability.
- Involve parents in supporting their children's learning / behaviour.
- Promote collaboration among teachers in the implementation of whole-school policies on learning support for pupils.
- To guard the self-esteem and self-image of the learner.

## **Principles**

Effective learning programmes are based on the following principles:-

- Effective whole-school policies and parental involvement.
- Prevention of failure
- Provision of early intervention
- Direction of resources towards pupils in greatest need.

## **Staff Roles and Responsibilities**

The role of supporting learning is a collaborative responsibility shared by all – Board of Management, Principal, Deputy Principal, Class Teachers, Learning Support, SNA (if appropriate), parents and pupils. It is imperative that everyone contributes to the planning and implementation of our school plan on learning support provision.

### **Principal**

The Principal has overall responsibility for the schools learning support programme and for the operation of services for children with special educational needs in accordance with the Learning Support Guidelines Sections 3.3 – 3.34, pages 38 – 42.

The Deputy Principal is the co-ordinator of the school SEN Plan. The Principal will work closely with the Deputy Principal, Resource Teachers, Learning Support Teachers and will keep the Board of Management informed about the monitoring and provision of this Policy.

The Principal will:-

- Monitor the case loads and work schedules of the Learning Support Team and Special Needs Assistants.
- Co-ordinate cluster arrangements for SEN with other schools for resource hours and hours given by the Department of Education and Skills under the General Allocation Model.
- Attend a Planning Meeting each year for these cluster arrangements.
- Work in collaboration with the Deputy Principal and liaise with the SENO with regard to resource hours and SNA allocations from the NCSE.
- Liaise with outside agencies including NEPS and other professionals.
- Attend with Deputy Principal a Planning Meeting with NEPS Psychologist each year in relation to school planning for the year.
- Assign duties to the SNA in collaboration with the Deputy Principal.
- Attend feedback meetings for pupils who have been assessed by NEPS or other professionals.

### **Deputy Principal**

The Deputy Principal is the co-ordinator of the school SEN Plan. A sample of duties assigned to this role includes the following:-

- Co-ordinates selection of pupils for learning support - withdrawal/in-class support
- Co-ordinate testing of EAL pupils and keep a record of yearly test results.
- Maintain files on pupils with SEN resource hours/ SNA allocations from the ncse.
- Co-ordinate and attend IEP meetings.
- Maintain lists of pupils in Learning Support

- Co-ordinate timetables of Learning Support, Resource Teachers and Special Needs Assistants
- Liaise with parents about SEN procedures
- Liaise with outside agencies including NEPS.
- Attend a Planning meeting each year with Principal and NEPS psychologist.
- Prioritise pupils for Educational Assessments.
- Liaise with SENO
- Communication with Principal on all SEN matters.
- Monitor IEPs, IPLPs and SNA Logs.

### **Class Teacher**

The class teacher has primary responsibility for the progress of all pupils in his/her class.

- Early identification of learning difficulties – using the Continuum of support checklists screening, observation, teacher checklists, classroom support plan and prompt intervention (stage 1).
- Contribute to the development of the pupils' individual profile and learning programme (IPLP) / Behaviour Plan/ Personal Pupil Plan or IEP through the use of information gathering and enable the pupil to achieve his/her learning targets in collaborating with the LS/RT.
- Create a classroom environment which optimises learning and implement teaching programmes supportive of the needs of special needs/ learning support pupils.
- Close collaboration between teachers and the child's parents to support the child's learning.
- Administer and score Standardised tests.
- Draw up and monitor classroom support plans.
- Contribute to / help write school support plan as per Continuum of Support. LSG Section 3.4 – 3.44, Page 42
- Liaise with Deputy Principal / Principal on concerns around pupil learning / behaviour.
- Work closely with any SNA who is supporting a pupil with special educational needs in the classroom.

### **The Special Education Needs Team Members**

The main focus of the SEN Team's work is the provision of supplementary teaching to pupils either in the pupil's own classroom or in their learning support rooms. The role and duties of the SEN team include:

- Working closely with the Principal/ Deputy Principal to develop the school's Special Education Policy and the overall co-ordination of special needs services.

- Working closely with the class teachers on whole-school strategies including classroom support plans for early intervention and preventative strategies.
- Maintaining records and reports.
- Consulting and collaborating with parents, sharing of information.
- Co-ordination of whole school procedures for screening, carrying out diagnostic assessments and input into the selection of pupils for supplementary teaching.
- Providing support to class teachers, particularly new or substitute teachers, in interpreting outcomes of diagnostic assessments and assisting in planning of activities and strategies to support those children with learning needs.
- Implement recommendations from outside agencies, wherever possible.
- Meet with parents of each pupil who is in receipt of learning support/ resource hours to discuss targets and ways in which attainment of the targets can be supported at home.
- Liaise with Class Teacher on all meetings.
- Develop a pupil's IPLP/IEP / Behaviour Plan in conjunction with the Principal, Deputy Principal, parents, class teachers, SNA, previous teacher, other relevant personnel.
- Provide supplementary teaching for International Pupils, maintain and review pupil records, help foster the aims and principles of intercultural education as set out in the Multi-cultural Guidelines. LSG, Section 3.5 – 3.56.



### **Board of Management**

The Board of Management has an important role in developing, supporting and monitoring school policy on Learning Support and Special needs. The Board of Management shall:

- Commit to the aims and principals of this policy .
- Ensure that adequate classroom accommodation and teaching resources are provided for SEN.
- Provide a secure facility for storage of records relating to pupils in receipt of Special Needs and Learning Support Services.
- Ensure that the child with special educational needs is, for the most part, educated in an inclusive environment. LSG Section 3.2, p. 38
- Engage with all stakeholders in reviewing this policy on an ongoing basis to ensure that it continues to meet the needs of the children in our school.

### **Role of SNA**

Our school is currently entitled to 8 full-time special needs assistants. The duties of an SNA can be either specific or general but are always of a non-teaching nature. The Principal and teachers are ultimately responsible for the education of all their pupils during the school day as per Circulars 0071/2011, 0030/ 2014

The duties of the SNA have the purpose of:

- Empowering and enabling the child.
- Helping to build the child's self-esteem.
- Helping the child to foster peer group acceptance.
- Helping the child to ultimately reach his/her potential in personal independent skills.
- Looking after the care needs of pupils assigned to them.

It is the role of the Principal / Deputy and class teacher to determine the form of assistance and type of duties that would be required of an SNA.

There will be specific duties at certain times of the day which will relate directly to the particular needs of the child to whom the SNA is assigned. There will also be general duties in the form of classroom assistance. The nature of the capacity of the child to participate in normal class work and to be independent of the direct supervision of the assistant would be a determining factor in relation to general classroom assistance.

## **Role of Parent**

Parents can support the work of the school:

- Where their child is in receipt of supplementary teaching, implementing suggested home-based activities outlined in their child's individual profile and learning programme and discussing the outcomes with the child's teachers.
- Parents can keep the class teacher informed of the progress that they observe in their child at home. If, following diagnostic assessment, the child has been identified as requiring supplementary teaching, the parents should attend a meeting with the learning support teacher to discuss:
  - The role of the assessment
  - The learning targets in the child's individual profile and learning programme
  - The actions to be taken by the school to meet those targets
  - The ways in which attainment of the targets can be supported at home.
- Where a child is in receipt of supplementary teaching from the learning support teacher, the parents should:
  - Discuss the child's progress with the learning support teacher at the end of each instructional term and, in cases where supplementary teaching is to be continued, discuss the revised learning targets and activities in their child's individual profile and learning programme.
- At the discontinuation of supplementary teaching, discuss with their child's teachers how the child's future learning needs can continue to be met at school and home – classroom support plan.
- Participate in activities organised by the school that are designed to increase the involvement of parents in their children's learning – Meeting for Incoming Junior Infants.
- Consulted about and participate in the preparation of an IEP for their child if such is required. LSG, Sec. 3.2, P. 38
- Inform class teacher at the beginning of the school year of any medical condition which their child may have.

### **Role of Pupils**

Pupils who are in receipt of supplementary teaching should, as appropriate:

- Become familiar with the medium and short-term learning / behaviour targets that have been set for them and they should be given the opportunity to contribute to the setting of such targets.
- Contribute to the selection of texts and other learning materials that are relevant to the attainment of their learning targets. LSG, Sec. 3.7, P. 54
- Develop “ownership” of the skills and strategies that are taught during supplementary teaching and learn to apply these learning strategies and skills to improve their own learning.
- Contribute to the evaluation of their progress by participating in appropriate assessment activities, including self – assessment, LSG, Sec 3.7, P.54

### **Policy on Language Support – International Pupils**

International pupils are placed in classes appropriate to their chronological age. International pupils receive extra assistance if required from the SEN teacher allocated to their class. International pupils in need of support receive extra support for a maximum of three years.

### **Teaching Content**

The pupils receiving support will follow the outline of the units of work listed below – from Integrate Ireland Language and Training:-

- Myself
- Our school
- Food & clothes
- Colours, shapes & opposites
- People who help us
- Weather
- Transport & travel
- Seasons, holidays & festivals
- The local & wider community
- Time
- People & places in other areas
- Animals & plants
- Caring for my locality

They will also have other language experiences such as “Our News”, songs, rhymes, reading, story-time and learning games. All language acquisition in relation to the above will be done in the context of improving an understanding of the rules of grammar. Samples of pupil’s work will be recorded in the /learning support teacher assessment folder.

### **Language Assessment**

The progress of each child's language will be measured in accordance with the benchmarks for language guidelines as given by the IILT (Integrate Ireland Language & Training). Each of the thirteen units mentioned above has a checklist page which records the pupil's progress through these stages.

When first entering the school each child is given an initial interview assessment to determine their placement group. Mainstream teachers may also find it helpful to observe the pupil's performance in his/her class by completing the checklist for the mainstream class. Progress is assessed on a regular basis with reference to IILT and the Primary Language Assessment Kit and Learning Support teacher checklists. This will help to get a wider picture of the pupil attending language support.

Pupils are tested each year using the Primary Language Kit and all results and records are kept carefully by the Language Support teacher. An overall record of results is kept by the Principal/ Deputy Principal.

### **Role of the Language Support Teacher**

The primary responsibility of the language support teacher is to support the pupil's development of English language proficiency so that he/she can gradually gain access to the curriculum, ultimately achieving the same educational opportunities as their English-speaking peers. The language support teacher, however, does not teach the curriculum and this remains the role and responsibility of the mainstream teacher.

### **Length of time for language support attendance**

At present each pupil requiring English language support is allocated by the DES a period of support up to 3 years on a withdrawal or in-class support basis. Whether the child begins school in September or at a later point during the year, he/she has an entitlement of up to 3 full years of support. When a pupil has additional difficulties such as low literacy or numeracy levels, it may be appropriate for him/her to receive learning support after this period of time.

Resources available for EAL support include:

- English Language Learners
- Up and Away
- Intercultural Education in the Primary School - NCCA Guidelines
- IT Resources – Randles Language Laboratory, British Council

**Discontinuing Language Support.**

A decision is made between the EAL teacher, class teacher and parents in relation to discontinuing language support for a pupil reached on the basis of a level of proficiency which is based on the pupil reaching targets set in the IPLP.

After a period of 3 years of language support a pupil will continue to be monitored in class by the class teacher and will have a classroom support plan.

A pupil requiring learning support will receive this support following consultation between the class teacher, learning support teacher and parents.

A decision to continue the provision of supplementary teaching will result in the revision of the pupil's IPLP.

## **Policy for Pupils with Behavioural/ Emotional/ Social Difficulties**

Our policy is based on best practice following the Continuum of Support documents

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### **Classroom Support Process: Stage 1**

Concern is expressed by parents / teacher or other professional. Teacher considers can concern be met through a review of whole class structures and systems. If yes, teacher continues with differentiated teaching approaches. If no, teacher consults with Principal/ Deputy and parent gives permission for further investigation. Resources used to help identify concerns may include:

- Resource Document 1 – Basic Needs Checklist
- Resource Document 2 – Learning Environment Checklist
- Resource Document 3 – Classroom Support Checklist
- Resource Document 4 – Classroom Support Plan and Review Record
- My Thoughts about School Checklist

A Classroom Support Plan is agreed with parents and implemented by class teacher and parents. The Plan is reviewed after an agreed time and a decision is made to continue at Classroom Support Level or initiate the School Support Process. NEPS may be consulted informally.

### **School Support Process – Stage 2**

This involves further information gathering and assessment with the class teacher, learning support / resource teacher, pupil, parents and other teachers as appropriate. Resources used to help identify concerns may include the School Support Checklist. A School Support Plan is agreed with parents and implemented by class and learning support / resource teacher / SNA and other supporting teachers in school. The School Plan is reviewed after an agreed time and a decision is made to continue at School Support Level, discontinue Plan and agree and implement Classroom Support Plan, or initiate School Support Plus Process. NEPS may be consulted.

### **School Support Plus Process – Stage 3**

This involves further information gathering and assessment with the class teacher, learning support / resource teacher and other supporting teachers, external professional/s, the pupil and parents. An Individual Education Plan is agreed with the pupil and parents and implemented by class teacher and supporting staff. The IEP is reviewed at an agreed time with class teacher, supporting teachers, SNA, external Professional /s, pupil and parents. A decision is made to continue at School Support Plus Level or discontinue IEP and agree and implement School Support Plan. NEPS may become formally 'involved'. A '*NEPS Request for Involvement*' form will be completed where direct observations of child, meetings with parents and liaison with other agencies is required.

### **Referrals for Pupils with disruptive/ social /emotional difficulties**

Referrals are made to:

- Department of Education and Skills Psychologist (NEPS ) or psychologist on SCPA list
- Linn Dara, Child and Adolescent Mental Health Services (CAMHS), Blanchardstown or Castleknock.
- Aistear Beo Family Centre, Blanchardstown.

### **Referral Procedure**

- Discuss proposed referral with class teacher / Principal / Deputy Principal.
- Discuss proposed referral with SEN teacher allocated to pupil's class.
- Discuss proposed referral with parent/s, guardian/s.
- If referral is to proceed, referral forms are completed by the school and home and sent to the relevant assessment personnel.
- Outside Agencies decide if the assessment is to proceed.

### **Assessment Procedures**

- After assessment has been completed a report is sent to the school and to parent/s, guardian/s.
- The report is made available to the relevant teachers.
- Relevant forms regarding pupil's recommendation for resource/s are sent to the SENO /NCSE.
- Pupils allocated resource hours are assigned to the relevant resource teacher and receive their full allocation of time.
- Pupils' allocated access to an SNA are assigned to the relevant SNA and receive their full allocation of time.
- The Resource teacher works at Stage 3 of the continuum process.

### **Role of NEPS**

NEPS role at Classroom Support and School Support will usually be an advisory and consultative one. The psychologist will be more likely to engage in direct work with the pupils, parents and staff of children receiving support at School Support Plus level.



## **Learning Support**

As per circular 02/05, the Staged Approach is used in meeting the needs of pupils who require help:-

**Stage 1** Children about whom the class teacher is concerned. In the case of these children, the class teacher will organise a differentiated plan of work for one term and gather information into a Classroom Support Plan.

**Stage 2** Pupils who are at or below the 12<sup>th</sup> percentile after we have administered the Drumcondra tests and pupils with:-

- mild speech and language difficulties
- mild social and emotional difficulties
- mild co-ordination difficulties
- attention difficulties

and pupils with high incidence difficulties:- ie

- speech and language
- borderline
- mild general learning disabilities

**Stage 3** Help recommended for pupils with psychological reports and those who have been allocated resource hours.

## **Prevention Strategies and Parental Involvement**

Prevention begins in Junior Infants and lasts to Sixth Class. Our strategies for preventing learning difficulties include:

*Development and implementation of agreed approaches to the teaching of English and Mathematics in order to ensure progression and continuity from class to class for language development:-*

- Big Box Adventures – Oral Language Programme– Junior / Senior Infants inclusive.
- Chatterbox -
- Ready, Set Go maths programme – Junior and Senior Infants
- English Language Learners – Primary Assessment Kits – Learners and Improvers
- Sails Programme – Junior Infants - Second Class.
- Wonderland Reading Programme Third –Sixth Class
- 
- Themed Readers –
- Ready ,Set , Go Maths – Junior / Senior Infants
- Aistear – Language Themes

- 
- *Development and implementation of agreed whole-school policy for teaching literacy:-*

- Oral language development, use of Big Books in Junior / Senior Infants
- Reading programme to begin in Junior Infants- Sails, Big Box Adventures

*Development of policy on Emergent Reading:-*

- Language development
- Positive attitude towards reading
- Print rich environment – use of Big Books
- Development of sight vocabulary – shared books/Sails Literacy Series
- Language experience approach
- Developing concepts of print through modelling by the teacher and through collaborative reading activities
- Initiating the development of a basic sight vocabulary

*Development of whole-school policy on phonological and phonemic awareness:-*

- Jolly Phonics – Junior Infants to Second Class inclusive
- Phonics Scheme in school plan – 3<sup>rd</sup> Class to 6<sup>th</sup> Class inclusive
- Phonological Awareness Training through Primary School
- Curriculum Guidelines, P. 50-68

*School Developed Programme:-*

- Orientation afternoons for incoming Junior Infants in June
- On-going structured observation and assessment of the language, literacy and numeracy skills of pupils in infant classes to facilitate early identification of possible learning difficulties.
- Bank of Nursery Rhymes for use in Infant and First Classes
- Paired reading
- Individual spelling programmes – PAT /Improving Children’s Spelling/My Spelling Workbook
- Aistear Programme
- Differentiation in class situation
- Provision of additional support in language development and relevant early literacy and mathematical skills to pupils who need it
- Promotion of parental involvement through their attendance at an induction meeting for the parents of incoming Junior Infants, school curriculum meetings, and the arrangement of formal and informal Parent/Teacher meetings
- On-going observation and assessment.
- Close collaboration and consultation between the Infant teacher and the Learning support teacher.

### **Early Intervention Strategies**

#### **Use of the Staged Approach, p. 21, Circular SP ED02/05**

The school year is divided into two instructional terms – September to February and February to June. Instruction takes place in class or by withdrawal of groups of four to five pupils with ongoing review of group size. As part of our School Improvement Plan, team teaching lessons take place one day per week in numeracy and literacy. Pupils with social/emotional difficulties may need some individual instruction with gradual inclusion in larger group.

Individual instruction where necessary with low incidence pupils

Intensive tuition daily

Strong focus on oral language development – laying the foundations for meaningful reading activities and development of comprehension skills

Development of phonological awareness and range of word identification skills

Engagement of pupils in frequent supervised oral/silent reading of supplementary texts at appropriate levels of difficulty, monitoring of comprehension

Focus on language development in mathematics – use of school Maths Plan and School Improvement Plan for maths.

Administration of Mist Test in Senior Infants – February

#### **Assessment and Reporting: Identification of children needing Supplementary Teaching - The Staged Approach, Stage 1, p.21 Circular SP ED 02/05**

Assessment tools used by class teacher:

Teacher observation and professional judgement – Early At – Risk Indicators, Infants – post Halloween

Class /Homework copies – writing samples taken in November/February/May

#### **Stage 1 Continuum of Support.**

Identify pupils needing additional support. Class teacher gathers information regarding concern. Included are concerns regarding social/emotional or behavioural difficulties. Parents and Principal / Deputy are informed of concern. Classroom Support Plan is drawn up. Differentiation of teaching style and curriculum follows. Monitor plan and review.

Next steps: the pupils continues to have a Classroom Support Plan, no longer requires a Support Plan, or School Support, Stage 2 or Stage 3 is considered.

From Senior Infants upwards, all pupils are screened annually using Standardised Tests. The tests are administered by the class teacher. Priority for Learning Support is given to those pupils who perform at or below the 12<sup>th</sup> percentile. The Primary Language Assessment Kit will continue to be used with International Pupils.

In case of pupils performing at or below the 12<sup>th</sup> percentile, the screening process is followed by a consultative meeting between the class teacher and parent and consent is sought for the conducting of diagnostic assessment which may lead to supplementary teaching. The diagnostic tests are administered by Learning Support/Resource Teachers. Diagnostic tests in use are:-

- Aston Index
- Aston Portfolio
- NRIT – Non-Reading Intelligence Tests – 2<sup>nd</sup> and 5<sup>th</sup> classes
- SPM – Standard Progressive Matrices – Ravens – useful for International Pupils
- Quest – Literacy and Numeracy
- DEST – Dyslexia Early Screening Test
- DST – J. The Dyslexia Screening Test – Junior
- Neale Analysis – Reading, Comprehension
- PHAP – Phonological Assessment Battery
- Primary School Assessment Kit
- Profile of Mathematical Skills
- NVRT – Non-Verbal Reasoning Test
- BIAP
- BURY
- York Assessment

### **Screening Tests – Non-diagnostic**

Dolch Word Lists

Jackson Phonic Skills Tests – letters sounds

Following diagnostic assessment, the Learning Support Teacher will consult with class teacher and parents of those pupils who require supplementary teaching. Parents can contribute to the development and implementation of their child's Individual Profile and Learning Programme / IEP by supporting the work of the school in achieving the agreed targets.

If a parent does not consent to this process, written refusal will be sought by the school. International pupils will be chosen for supplementary teaching based on teacher observation and professional judgement, screening and/or parental request.

### **Provision of Supplementary Teaching, Stage 2** **Team Approach**

The primary work of the Learning Support/Resource/Language teacher is the provision of supplementary teaching to the pupils identified above.

A system of withdrawal and/or in-class support operates in response to the needs of the individual pupil or group.

Appropriate modification and adaptation of teaching approaches by the class teacher in the mainstream class by differentiation.

An Individual Profile and Learning Programme is prepared for each pupil in consultation with class teacher and parents. Such programmes address the pupil's range of needs and include: test results, learning targets, suggested strategies to use from reports from other agencies, aspects of literacy needed by the pupil, review information, involvement of parents and date of targets achieved – LSG, See 5.6.2 – 5.6.9.

Progress is monitored on an on-going basis and a more in-depth review is conducted at the end of the term of instruction.

The LS/RT/LST teacher maintains the following documentation in individual files:-

Individual Profile and Learning Programme

Short-Term planning and programme record

Other Records, e.g. copies of psychological reports/assessments, reports from language or speech therapists, occupational therapists or relevant outside agents

Samples of written work and records of oral reading work.

### **Procedures for Continuing/Discontinuing Supplementary Teaching**

Following the end of the instructional term review as detailed above, a decision is made by the LS/RT in consultation with the class teacher and parents to continue or discontinue the provision of supplementary teaching.

The criteria on which this decision is based include:

Has the pupil achieved some/all of the learning targets set?

Will the pupil be able to cope independently/semi-independently in the classroom learning context?

A decision to continue the provision of supplementary teaching will result in a revision of the pupil's IPLP.

### **On-going Monitoring of Progress**

Much of the academic progress that a pupil makes will be evident from the activities in which the pupil engages during supplementary teaching. Feedback from the pupil's class teacher and parents can be similarly recorded

The Special Education Support Team will meet on a regular basis with the Principal / Deputy to collaborate and review caseloads and progress.

Similarly, at least once a term (September, February, and May) each of the learning support team will meet with groups of class teachers for on-going collaboration and review – class group planning meetings.

Non-academic progress of pupils will be reviewed informally, e.g. improvements in pupils' self-esteem; school attendance, attitude to learning; attitude to school and general behaviour.

A Classroom Support Plan will be drawn up for those pupils who discontinue supplementary teaching.

### **Liaising with Parents:**

Effective communication with parents is critically important to the success of our learning support programme.

At Stage 1, contact regarding concerns for a pupil identified as experiencing low achievement in a screening test and/or a learning difficulty or a behavioural problem is made by the class teacher. This contact may be made verbally, written or by phone. Parents may also initiate contact with the class teacher or school regarding their own concern for their child. On-going consultation follows the drawing up and review of the classroom plan. The class teacher also seeks parental consent before the administration of a diagnostic test by the LS/RT. Written parental permission is required for children to

attend learning support. Signed parental permission is also required for an assessment by a professional.

At Stage 2, the Learning Support Teacher will meet with parents and indicate how the pupil's class programme will be modified in order to help achieve the agreed learning targets in the pupil's Individual Profile and Learning Programme.

Where supplementary teaching is being reduced or discontinued, the class teacher will indicate to parents how differentiation in the classroom will continue to support their child's learning needs and be monitored through a Classroom Support Plan.

At Stage 3, the Resource teacher will meet and collaborate with parents with regard to the pupil's IEP.

### **Links with Outside Agencies**

#### **Stage 3**

Where interventions at Stage 1 and 2 have not achieved the desired result and learning needs or behaviour indicate more intensive intervention is required, the Principal/Deputy Principal co-ordinates the referral of pupils to outside agencies, e.g. Educational Psychologist.

The Principal/Deputy Principal and/or Learning Support Teacher and/or Class Teacher meet with the parents to discuss the need for the referral and to seek consent.

The class teacher completes the necessary referral form in consultation with the appropriate school personnel.

Parent/Guardian signs consent and fills all relevant parts of the forms.

Forms are signed by the Principal and sent to the relevant assessment personnel.

The external professional visits the school to meet with the pupil, parents, Principal, Deputy, class teacher and learning support teacher and the assessment is conducted.

This is usually followed by a return visit at which findings are discussed, recommendations are considered and an appropriate response is agreed.

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

All confidential reports are kept by the Principal/Deputy Principal. Copies of the reports are kept securely and confidentially by the Learning Support Teacher. The Learning Support Teacher shares reports with class teachers as the pupil progresses through the school.

Parents receive copies of reports from the outside agency.

### **Timetabling**

The provision of Learning Support is in addition to the regular teaching in literacy and numeracy. Effort is made to ensure that pupils do not miss out on the same curricular area each time they attend learning support. After consultation, a flexible approach to timetabling is adopted by teachers while class disruption is minimised.

The LS/ EAL/ RT when timetabling will allocate time to each pupil in accordance with the special need of the pupil, i.e. high incidence or low incidence.

The provision of learning support includes withdrawal of pupils from their classroom and in-class tuition.

### **In-Class Teaching – Team Teaching**

In-class teaching in literacy and numeracy is planned and organised between the class teachers and learning support teacher. Planning consists of identifying areas on the class teacher's plan which would benefit from in-class support. The areas in-class teaching will focus on are identified on the pupils' IPLP/ IEP. Each class will benefit from at least one lesson per week in literacy and one lesson per week in numeracy as per our School Improvement Plans for literacy and numeracy.

### **Exceptionally Able Pupils.**

Exceptionally able pupils, when identified, are supported in class by the class teacher through differentiation. These pupils may also be supported in class with differentiated work through team teaching methodologies.

### **Equality of access and participation**

Every effort is made to ensure that a pupil with learning needs has equality of access and participation, i.e. Access to all areas of the curriculum – PE, extra curricular activities, school excursions, swimming etc. This matter shall be kept under review and practices will be adapted as appropriate.

### **Health & Safety/Child Protection**

Pupils who are withdrawn from their classes for Learning Support/Resource Teaching are collected and left back to their classroom by the Learning Support/Resource Teacher. The school's Health & Safety and Child Protection Policies apply to all activities involving special education and supplementary teaching.



### **Transfer to post- primary**

A smooth transition to post primary education is sought for all pupils in our school and especially for pupils with learning support or special needs through consultation with the relevant post primary school and passing on of information.

### **Record Keeping.**

Learning Support / Resource teachers keep a file containing all the relevant information pertaining to the pupil with learning / special needs. These files are kept in a secure filing cabinet and remain the property of the school at all times. The Deputy Principal keeps a file on each pupil in receipt of resource hours or SNA support. The class teacher, SENO, Psychologist, cigire, parents and SNAs have access to this information on a “need to know” basis. Records will be maintained by the school until the subject reaches the age of 21. All files are maintained and stored in line with the Data Protection act 1988.

### **Staff Development**

- Class Group Meetings
- Access to online Websites and Resources
- Talks and Seminars – NEPS / SESS / Cluster Group Meetings
- Professional Development Courses – PDST
- Summer in-service courses.

### **Success Criteria.**

Some practical indicators of the success of this policy to date include:

- Inclusion of pupils with special needs in our school.
- Progress of pupils with special needs in our school.
- Positive parental feedback.
- Feedback from teaching staff,- SNA’s, pupils, Visiting teacher services, Psychologists.

### **Implementation and Review**

The implementation of this policy commenced in September 2006. A review of the policy began in June 2008 and involved consultation with the School Principal, Deputy Principal, class teachers and learning support team. The policy was again reviewed in the school year 2011/2012. This update began in May 2014.

This policy will be reviewed again in May 2017.

This policy is open to review by the Board of Management.

Ratified and signed on behalf of the Board of Management of St. Mochta's National School.



**Tony Rock**  
**Chairperson**



**Maria Farrell**  
**Principal**

25<sup>th</sup> November 2014

**Date**

## **Glossary**

### **Acronyms**

<b>DES</b>	Department of Education and Skills
<b>IEP</b>	Individual Education Plan
<b>NCSE</b>	National Council for Special Education
<b>NEPS</b>	National Educational Psychological Services
<b>NEWB</b>	National Educational Welfare Board
<b>PPDS</b>	Primary Professional Development Service
<b>SCP</b>	School Completion Programme
<b>SEN</b>	Special Educational Needs
<b>SENO</b>	Special Educational Needs Organiser
<b>SESS</b>	Special Education Support Service
<b>SNA</b>	Special Needs Assistant

### **Terms**

Depending on the needs of the pupil, a Supporting Teacher could be any of the following:-

- Learning Support - currently allocated to primary schools under the General Allocation
- Resource Teacher – a special education Resource teacher allocated to the school to cater for the needs of pupils with special needs arising from a low incidence disability in terms of Special Education Circulars 09/04 and 02/05.

### **Useful Websites**

[www.education.ie](http://www.education.ie)

[www.ncse.ie](http://www.ncse.ie)

[www.sess.ie](http://www.sess.ie)

[www.dyslexia.ie](http://www.dyslexia.ie)