



etbi
Education & Training
Boards Ireland
*Bord Oideachais &
Oiliúna Éireann*

Broadmeadow Community

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SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

**BROADMEADOW COMMUNITY
NATIONAL SCHOOL**



2022/2023

Principal: Miss J. Robinson

The Principal of Miss Jennifer Robinson is responsible for the implementation of this Special Educational Needs Policy.

Introduction

Broadmeadow CNS 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 across the school.
- 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.
- Enable children to participate in the full curriculum and support appropriate differentiation in the classroom.
- 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.

Continuum of Support- Staged Approach

Stage 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 Stage 2 (School Support) is implemented.

Stage 2- School Support

If further intervention is deemed necessary (after further diagnostic testing by the Learning Support 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 Learning Support teacher in question. (Template of letter kept in red SEN folder and in document folder in Aladdin). The class teacher and Learning Support teacher then draw up a plan of appropriate learning outcomes for the child. This plan will form the 2nd instructional page 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 the end of each instructional term and if significant concerns remain after a number of reviews, it may be necessary to involve outside agencies such as NEPS or the HSE. (Stage 3)

Stage 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. 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, Learning Support teacher, parents and outside professional (if available) will draw up a Learning Programme for the child. This plan will form the 3rd instructional page of the child's Continuum of Support. In case of children identified at an early age as having significant special educational needs, intervention at Stage 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 designated Learning Support teacher. Further support from an SNA allocated to the class may be available upon request via an application to the NCSE.

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 Learning Support teacher. This document will then be kept on file.

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, Learning Support 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.

Principal

The Principal Teacher will have overall responsibility for the school's provision for children with SEN. The Principal keeps a record of referrals made to NEPS and other outside services. At the beginning of each school year, the Principal will meet where possible with the NEPS psychologist to formulate a plan for the year, including assessments of pupils and professional supports for teachers. The Principal will also have close communication with the school SENO. The Principal will work closely with all staff, families and outside agencies to provide the best support for each child.

Class Teacher

The Class Teacher will;

- Support the identification of learning difficulties.
- Provide Classroom Support/Stage 1
- Log actions in the Support Plan
- Communicate with parents/guardians
- Draw up Classroom Support Plans (Stage 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) with the support of SET.

Support Teacher

Support Teachers The central roles of the Learning Support teacher will be to;

- a) support the class teacher in optimising teaching and learning opportunities and
- b) provide specialised teaching to those children with identified special educational needs.

Support 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 at the end of an instructional term 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 child's 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 the SNA

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 and 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 the Parent/Guardian

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. To have a clear understanding in line with this policy that SET access and place on the continuum of support is always ever changing. The allocated time and level of support provided to any child at any time is not always set. The time is flexible as the allocation of SET and SNA access is always based upon the ever changing needs of every child in the school. We do not guarantee the same level of support for every child at all times due to this flexible and ever changing continuum. Parents will meet with the SET team before any changes are fully implemented to inform of all evaluations and how we endeavour to meet the needs of each child. Not all differentiation and support will come through the use of SET or SNA access. A wide range of actions and resources are implemented to support all children such as, use of resources, visuals, changes to daily routine and outcomes, setting etc. All are discussed with families at pupil progress and IEP meetings.

Role of the Child

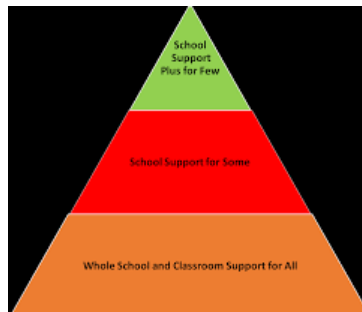
The role of the child with SEN will be that of active participant in their own learning; the extent and nature of this will depend on their strengths and needs. To work closely with the school and family to take ownership of their learning.

Role of the External 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

Identifying Children for Continuum



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 13/2107). Children with the greatest level of need have access to the greatest level of supports.

1. Children who enter Junior Infant class with some level of assessment or report and require additional support from pre-school transition.
2. Children scoring at or below the 10th percentile on standardised assessments in Literacy and Maths.
3. Children scoring at or below the 12th percentile on standardised assessments in Literacy and Maths (to allow for a margin of error).
4. Children diagnosed as having Low Incidence Learning Disabilities since 2017.
5. Children diagnosed as having High Incidence Learning Disabilities. 6
6. Children who have English as an Additional Language (EAL) and whose English needs further support.
7. 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 (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it.
8. 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 (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it.
9. 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 (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it.
10. Exceptionally Able/Gifted Children.

Interventions will be made in the first instance by the Class Teacher at Classroom Support (Stage 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.

Monitoring Progress

The Support Review Record on the Continuum of Support will be completed by the Support Teacher in collaboration with the Class Teacher. This will be carried out at the end of each instructional period. The completed review will be saved in Aladdin (our school Administration System).

- Bracken Assessment Tool
- Termly Assessments if applicable (teacher designed or from publishers).
- 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.

- Assessment Folder- A file for each child in the class is kept in a locked filing cabinet in the classroom and passed on from teacher to teacher as the child moves through the school. This file contains a sample of the child's work from September, January and June of each year, parent-teacher meeting notes, if not saved on Aladdin, Standardised Test booklets, Single Word Spelling Test (SWST) test paper and any relevant correspondence relating to the child.
- Bracken Assessment Tool.
- Continuum of Support documents for Children with SEN are also kept in the child's file in the classroom (a copy of relevant pages for the Support Teacher).
- Personal Pupil Plans for children with SNA access will also be kept in the child's file in the classroom.
- Psychological Reports that are active at any given time are kept in a locked cabinet in the Principal's 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 Assessment folders in the office.
- End of Year School Report will be issued to parents/guardians in June. These reports are saved in Aladdin.

- Monthly Reports from the Support Teacher will be sent to the Principal and shared with the class teacher. These reports outline the work undertaken by the support Teacher with groups or individual children.
- Weekly planning and hand over from SET to class teacher.

SET Timetable

The SET team will work closely with class teachers and SLT in order to devise a practical timetable that works to best meet the needs of the children. Time will be allocated in English, Maths, Social through a mix of small group, one to one and class support. The route taken for each child may be different and will be planned for in the most effective way. The timetable will be revised per half term and before if required. This timetable is ever changing in line with the needs of all children within the school.

The allocated time and level of support provided to any child at any time is not always set. The time is flexible as the allocation of SET and SNA access is always based upon the ever changing needs of every child in the school. We do not guarantee the same level of support for every child at all times due to this flexible and ever changing continuum. Parents will meet with the SET team before any changes are fully implemented to inform of all evaluations and how we endeavour to meet the needs of each child. Not all differentiation and support will come through the use of SET or SNA access. A wide range of actions and resources are implemented to support all children such as, use of resources, visuals, changes to daily routine and outcomes, setting etc. All are discussed with families at pupil progress and IEP meetings.

Review:

This policy will be reviewed periodically by the BOM as deemed necessary.

Signed

Date

Board of Management

Signed

Date

Principal