

# Whole School Policy for Supporting Children with Special Educational Needs

## Context

This policy aims to inform teachers and parents about how Special Educational Needs are being catered for in St. Kevin's N.S. This plan was written to reflect current Learning Support Guidelines and circulars regarding Special Educational Needs. This plan replaces the *Learning Support Policy (November 2005)*.

## Aims of Learning Support

The principal aim of learning support is to optimise the teaching and learning process which in turn will give pupils with learning difficulties every chance of achieving adequate levels of proficiency in literacy and numeracy prior to leaving St. Kevin's N.S.

The Special Educational Needs Team (S.E.N.) aims to:

- Enable pupils, where possible, to participate fully in the school curriculum at their class level.
- Develop positive self-esteem and positive attitudes about school and learning in these children.
- Enable children to monitor their own learning and become independent learners.
- Provide supplementary teaching and additional support and resources for these children in Literacy and/or Mathematics.
- Involve parents in supporting their children's learning.
- Promote collaboration among teachers in the implementation of whole school policies on learning support for these children.
- Establish early intervention programmes to prevent / reduce difficulties in learning.

We base our learning support approach on the following key principles:

- Effective whole-school policies and parental involvement
- Prevention of failure
- Provision of intensive early intervention
- Pupils with the greatest needs receive the greatest level of support

## Intended Outcomes of Learning Support

The intended outcomes of learning support programmes for children with low achievement / learning difficulties are as follows:

- ✓ Improved learning.
- ✓ Enhancement of basic skills and learning strategies to a level which enables children to participate in the full curriculum.
- ✓ The achievement of an adequate level of competency in literacy and mathematics before they leave primary education.
- ✓ The application of independent learning strategies, the promotion of positive attitudes to school and high levels of self-esteem.
- ✓ Partnership between class teachers, learning support teachers, resource teachers and parents in planning and implementing supplementary teaching programmes.

## Roles and Responsibilities

Effective learning support requires a high level of collaboration and consultation involving the Board of Management, Principal, Deputy Principal, Class Teachers, Learning Support, Resource Teachers, Parents and relevant professionals. The roles and responsibilities of each of these are detailed below.

### The School Principal:

- Has overall responsibility to ensure that all tasks and duties in this policy are delivered and completed in an effective way.
- To ensure this policy is adhered to.
- Will ensure the DES learning support guidelines are implemented.
- Will ensure that appropriate correspondence, referrals and follow-up are made with external agencies such as NEPS, the local SENO, clinical Child/Family agencies, Department of Education and Science etc.
- Will provide overall management for the Special Needs Assistants.
- Will maintain copies of and securely file all external correspondence or confidential reports/documents in relation to pupils.
- To schedule, manage and complete the annual returns to the NCSE to apply for Resource Teacher hours or SNA allocation and will apply and complete necessary paperwork and other documentation in relation to special educational needs.
- To schedule, manage and complete any referral application forms to the NEPS service for full educational psychological assessments.
- To collaborate with NEPS Educational Psychologists regarding making a referral for educational psychological assessment.
- To inform parents when resource hours are granted for their child.

- To liaise with parents, staff and other professionals e.g. SENO, NEPS, Physiotherapists, Language Therapists, and Occupational Therapists.
- Process and record any applications for the Exemption from Irish.

**The Deputy Principal's role is:**

- To identify pupils entitled to Resource and Learning Support etc.
- To allocate caseloads to individual learning support and resource teachers (taking into consideration factors referred to in Circular 02/05).
- To co-ordinate the drafting of IEPs and IPLPs for all children identified in need of support.
- To co-ordinate the implementation of whole-school procedures for the selection of pupils for supplementary teaching in line with the selection criteria specified in this policy and in consultation with the principal, class teachers and parents.
- To ensure that learning support teachers keep Aladdin up to date regarding pupils who are receiving supplementary teaching.
- To develop and review school policy in relation to Special Educational Needs.
- To co-ordinate standardised testing for numeracy within the school.
- To identify pupils whose numeracy or literacy skills have significantly dropped from previous standardised tests and consider intervention if required and if possible.
- To collect hard copies of standardised mathematics test results and store in the strong room.

**The Class Teacher:**

- Has overall responsibility for the progress of each pupil in his/her class, including those with special educational needs.
- Is responsible for checking Aladdin for any notes, documents, reports etc. in relation to their pupils in their class.
- Informs the principal if she/he has concerns over a pupil's educational progress.
- Differentiates lessons for pupils with special educational needs in required areas.
- Completes a Record of Concern (Appendix 1) if they have concerns over a pupil. (Stage one intervention as per Special Education Circular 02/05). This is a short, simple plan to be implemented within the normal classroom setting prior to seeking supplementary teaching.
- Ensures any Records of Concern are scanned and uploaded to pupil profile on Aladdin at the end of a school year (seeks assistance from Deputy Principal if required).
- Liaises with relevant member of the S.E.N. team and communicates regularly regarding material being covered.
- Ensures parents are involved with planning and review for pupils with special educational needs.
- Provides input and liaises with learning support/resource teachers in the development of IEPs and IPLPs as required.
- Co-ordinates the work of any Special Needs Assistants assigned to pupils in their class on a daily basis.
- Works with Special Needs Assistants to develop a short care plan for pupils with SNA Access and upload this to Aladdin.
- To monitor pupils whose standardised test scores have significantly dropped from previous standardised tests and inform the deputy principal.

**The Special Educational Needs Teacher:**

- Seeks written parental consent before taking pupils on their caseloads who are new to supplementary teaching. Creates a file for the pupil in the shared S.E.N. filing cabinet (Room 21).
- Ensures that parents are consulted regarding their child's participation in a learning support programme.
- Uploads details of their caseload onto Aladdin including starting date, number of sessions per week, nature of support and if support is individual or as part of a group. Updates Aladdin regularly if any alterations are made throughout the year.
- Produces IEP/IPLP by the end of October and conducts a review in February. This is done in consultation with class teachers, parents and outside agencies. Arrange meetings as required and upload IEP/IPLP to Aladdin.
- Maintains and file a weekly planning/progress record or equivalent for each individual or group of pupils in receipt of supplementary learning support/resource teaching. (See section on planning)
- Liaises with the class teacher on a regular basis in relation to teaching and learning and material being covered.
- Liaises with SNAs if relevant.
- Assigns differentiated homework, where agreed with class teacher and parents.
- Conducts reviews at the end of instructional terms (or after approx. 13-20 weeks) to ascertain the pupil's progress and to consider the need to continue or discontinue supplementary teaching (See section on continuing/discontinuing pupils).
- Schedules and timetable the programme each term to ensure the maximum benefit to all pupils, including pairing or grouping pupils with similar learning needs. Inform deputy principal of any amendments to timetable and provide a copy of same to Principal, Deputy Principal and school office.

**The Special Needs Assistant:**

- Provides support to pupils who have been granted access to SNA support under the direction of the mainstream teacher.
- Carries out tasks and activities as organised by the class teacher or S.E.N. / Language class teacher to support the pupil's IEP or IPLP and to assist with their care needs during the day.
- Assists and collaborates with class teachers and S.E.N. teachers to develop personal pupil plans including care plans for pupils receiving S.N.A. access, using agreed school templates.
- Assists the pupils with any personal care needs they have throughout the day.

- Help promote the pupil's independent living skills and encourage them to intermingle independently with their peers.
- Assist other pupils in the school, who from time to time need assistance, or who have intermittent care needs, but who may not have been assessed as requiring SNA support on a permanent basis

#### **Parents:**

- Are welcome to provide feedback or comments to the class teacher on their child's progress on an ongoing basis.
- Will be involved at Stage One if a mainstream teacher has concerns over a pupil.
- Will be asked to provide permission for any diagnostic testing by the S.E.N. teacher.
- Will be invited to participate in planning meetings with the class teacher, S.E.N. teacher in the preparation of IEP's and IPLP's.
- Will be asked to provide written consent for their child to be withdrawn for supplementary teaching.

#### **Máire Daly:**

- Receives any external confidential reports/documents from the principal.
- Seeks written permission from parents/guardians to upload reports/documents onto Aladdin.
- If permission is granted, scans the reports and uploads them to Aladdin.
- Makes a note on pupil's Aladdin profile and informs teachers that a Stage three report exists.
- Locks stage three reports into filing cabinet in strong room.
- Co-ordinates standardised testing for literacy within the school.
- Collects hard copies of standardised reading test results and stores them in the strong room.
- Conducts observation surveys to select pupils suitable for the Reading Recovery Programme and manages the programme.

## **Strategies to Reduce the Incidence of Learning Difficulties and Early Intervention Programmes**

### **Early Intervention Strategies**

Identifying difficulties and providing support as early as possible underpins much of our work as a special educational team. With this in mind we have the following early intervention strategies in place:

#### ✓ **Reduced Infant Class Sizes**

Where possible, we aim to keep lower pupil teacher ratios at both junior and senior infant levels to ensure that all pupils are given the best possible start in school.

#### ✓ **In- Class Literacy Infant Support**

A learning support teacher provides in-class literacy support for Senior Infant Classes and for Junior Infant Classes from the start of term 2. It involves the learning support teacher working with pupils about whom a teacher may have an ongoing or specific concern. Work is based on the development of early phonics and literacy skills to complement work covered by the class teacher. Parental consent is not sought as pupils are not being withdrawn

#### ✓ **Reading Recovery**

This programme provides the screening for and implementation of the Reading Recovery Programme for pupils in Senior Infants and first class. It aims to identify pupils who may need extra literacy input and involves daily withdrawal. It involves liaising with both the class teachers and the member of the SEN team providing in class to senior infants to help identify candidates. Four pupils are selected and are taken for a minimum of 22 weeks.

#### ✓ **Ready Set Go Maths**

The Ready Set Go Maths programme was introduced into Junior and Senior Infants in September 2013. The programme aims to promote a broad range of teaching and learning approaches to the infant Mathematics curriculum. It focuses on using small group teaching whereby pupils who are experiencing difficulty can be readily identified at the earliest possible stage and therefore benefit from immediate and individualised differentiation. It also facilitates the extension of learning outcomes for pupils who work through the outcomes with ease.

Currently, two learning support teachers work alongside Junior and Senior Infants to provide twenty minute daily support sessions, ideally targeted at the children who are failing to grasp concepts readily.

As part of our commitment to early intervention, if a pupil is considered to be finding a particular area challenging, the issue is addressed without delay in the following ways:

- The pupil will receive additional in class teaching from either the class teacher or learning support teacher.
- Secondly, the programme may be differentiated to ensure the pace and outcomes are appropriate. It may be necessary to revisit a specific area to give the pupil extra consolidation.
- The pupil's parents/guardians are contacted as soon as possible and given resources and activities to practice at home so as to help their child succeed.
- When pupils progress into the next class level, teachers will inform their colleagues of pupils who required extra support so that they close monitoring can continue.
- Learning support will track these pupils closely and in particular study their performance on the *Drumcondra Test of Early Numeracy (DTEN)* which is administered in senior infants.

### **Team Teaching and In-class Support**

Dependent on the profile of individual classes, members of the learning support team may work alongside mainstream teachers to provide support to pupils in literacy, mathematics or other areas of concern. In class support will be considered preferable to withdrawal for supplementary teaching however is not always considered suitable. It may be dependent on individual class circumstances and profiles, for example a class with a number of pupils considered to be at Stage One.

### **The Staged Approach to Assessment, Identification and Programme Planning**

The Staged Approach to assessment is outlined by the *National Educational Psychological Service (NEPS)* and in Circular Special Education 02/05 (DES). It can be broken into three stages:

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

A class teacher may have concerns about the academic, physical, social, behavioural or emotional development of certain children. The teacher should:

- ✓ Administer screening measures, which may include screening checklists and profiles for pupils in infants and 1<sup>st</sup> Class, standardised, norm-referenced tests for older pupils and behavioural checklists where appropriate. They may seek advice or guidance from learning support/resource teachers.
- ✓ Produce a short, simple plan for extra help to be implemented within the normal classroom setting (**See Record of Concern, Appendix 1**). The success of the classroom support plan should be reviewed regularly, with appropriate parental involvement. They should be added to the pupil's profile on Aladdin to make other teacher's aware of previous concerns.

If concerns remain after a number of reviews and adaptations to the plan, the S.E.N. team in the school may be consulted about the desirability of intervention at stage 2 and for advice on testing that may be useful.

### Stage 2: School Support

If interventions at Classroom Support level are not enough to fully meet the child's special educational needs, School Support will be required. The learning support/resource teacher will become involved, with the parent's permission, for further diagnostic testing.

- ✓ A process of gathering information and developing and monitoring an Individual Pupil Learning Profile (IPLP) will begin.
- ✓ If it is deemed necessary, supplementary teaching will be offered. A pupil receiving mostly group support or occasional individual support in addition to classroom support is considered to be at stage 2.
- ✓ The learning support/resource teacher and the class teacher will review regularly, in consultation with the parents, the rate of progress of each pupil receiving supplementary teaching.
- ✓ If significant concerns remain after a number of reviews and adaptations to the learning programme, then it may be necessary to provide interventions at stage 3.

In the case of pupils with emotional or behavioural difficulties, it is recognised that, with serious difficulties, more urgent action may be required. In these cases the children's difficulties should, with the parent's consent, be discussed with the relevant NEPS psychologist and/or the case should be referred to the clinical services of the Health Service Executive. This may lead to a more detailed behavioural management programme to be implemented at home and in class, or to referral for further specialist assessment (stage 3).

### Stage 3: School Support Plus

If the child's special educational needs are severe or persistent they will require extra support. This stage is for children with complex and/or enduring needs, whose progress is considered inadequate despite interventions at the previous levels.

- ✓ School Support Plus involves personnel outside the school team in the problem solving, assessment and intervention process. Such specialist advice may be sought from N.E.P.S., psychologists, paediatricians, speech and language therapists, audiologists, etc.
- ✓ The information from Classroom Support and School Support will provide the starting point for the problem solving and will be an important element of the Individual Education Plan (IEP), which will include identification of any additional available resources that are considered necessary in order to implement the programme.
- ✓ The parents should be fully consulted throughout this process. This programme should be the subject of regular reviews, leading to revisions of the learning programme and referral for specialist review, as necessary.

In exceptional circumstances the school may be required to by-pass this process where a pupil presents with unexpected, immediate or severe needs and where a formal referral or assessment to allocate appropriate support is not forthcoming in a timely manner. In such cases, the staff may operate with autonomy and discretion under the leadership of the principal to provide appropriate support to that pupil until such time as a formal assessment can take place, e.g. where the pupil's needs pose a health and safety risk to him/herself or to other pupils.

## Identifying and Selecting Pupils for Supplementary Teaching

In organising and structuring learning support and resource teaching in St Kevin’s, it is important that we be aware of the following extract from the Learning Support Guidelines:

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| <p><i>Learning support guidelines strongly discourage the practice of including pupils with average attainment in the caseloads of learning-support teachers. Priority should be given to pupils who are performing at or below the 10th percentile in English reading and/or mathematics;</i></p> <p><i>Schools may exercise limited flexibility in the deployment of the learning-support teacher(s) provided that the needs of the pupils who achieve scores at or below the 10th percentile have been met;</i></p> <p><i>Schools should implement a policy of early intervention. <u>The great majority of pupils who receive supplementary teaching from the learning-support teacher will be in the junior section of the school (senior infants to second class).</u></i></p> <p><i>Only those pupils in the senior section (third class to sixth class) who have very low achievement and/or serious learning difficulties should receive supplementary teaching.</i></p> <p style="text-align: right;"><i>(Extract taken from LS Guidelines 4.2)</i></p> |
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When timetabling, priority will be given to the pupils with greatest need, starting from group one and working down subject to capacity:

| Priority to be followed: |   |   |
|--------------------------|---|---|
| Group 1                  | <p>Pupils allocated <b>Resource Teaching Hours for Low incidence categories</b> of special educational needs:</p> <ul style="list-style-type: none"> <li>• Physical Disability</li> <li>• Hearing impairment</li> <li>• Visual impairment</li> <li>• Emotional disturbance</li> <li>• Severe emotional disturbance</li> <li>• Moderate general learning disability</li> <li>• Severe/profound learning disability</li> <li>• Autism/Autistic Spectrum Disorders</li> <li>• Assessed Syndrome</li> <li>• Specific Speech and Language Disorder</li> <li>• Multiple Disabilities</li> </ul> | They have been formally allocated Resource Teaching Hours and/or SNA provision for the current school year by the NCSE’s SENO following a clinical or educational psychological assessment, i.e. pupils with Low Incidence Disabilities.                                  |
| Group 2                  | <p><b>Below 10<sup>th</sup> Percentile</b> in Reading<br/><b>Below 10<sup>th</sup> Percentile</b> in Mathematics</p>  | .   |
| Group 3                  | <p><b>High Incidence</b> Educational Needs (as per Spec Ed02/05)</p> <ul style="list-style-type: none"> <li>• Borderline Mild General Learning Disability</li> <li>• Mild General Learning Disability</li> <li>• Specific Learning Disability</li> </ul>  | They are in any of the categories of special educational needs eligible for Stage 2 Learning Support intervention as per Spec Ed 02/05.   |
| Group 4                  | <p><b>Early Intervention Strategies:</b></p> <ul style="list-style-type: none"> <li>• Pupils selected for Reading Recovery Programme</li> <li>• Senior infant literacy support.</li> <li>• Junior infant literacy support (after Christmas)</li> <li>• In class support for both literacy and Maths programmes in junior classes.*</li> <li>• Ready Set Go Maths Programmes for infants.</li> </ul>   | Suitability for in-class support may vary depending on range of needs in the class and in particular if a teacher has a high number of pupils deemed as being at Stage 1. Possible withdrawal may be required alongside in class approaches to support individual pupils. |
| Group 5                  | Pupils falling <b>between the 10<sup>th</sup> and 20<sup>th</sup> Percentiles</b> in reading or mathematics.  |   |
| Group 6                  | Pupils with learning difficulties, including pupils with mild speech and language difficulties, pupils with mild social or emotional difficulties and pupils with mild co-ordination or attention control difficulties associated with identified conditions such as dyspraxia, ADD, ADHD   | <u>Pupils about whom teachers have concerns but have no formal reports.</u>   |
| Group 7                  | Pupils falling <b>below the 25<sup>th</sup> Percentiles</b> in reading or mathematics.  |   |
| Group 8                  | Pupils falling <b>below the 30<sup>th</sup> Percentiles</b> in reading or mathematics.  |   |
| Group 9                  | Exceptionally able pupils. <b>NRIT 130</b> or above.  |   |
| Group 10                 | Pupils with high IQ. <b>NRIT between 120 -130</b> (subject to capacity)   |   |

## Exceptionally Able

The *Non Reading Intelligence Test (NRIT)* is administered in 2<sup>nd</sup> class and will be used as a guideline when selecting exceptionally able pupils. Pupils with a score of 130 or above will be deemed as eligible. Pupils meeting these criteria are generally taken once a week either individually or in a group of two and focus is on extending their thinking and learning. Depending on capacity, pupils who score between 120 and 130 may also be selected for supplementary teaching.

## Provision of Supplementary Teaching by the Learning-Support Team

In general, the Learning Support/Resource timetable will be drawn up in September and reviewed in June. Where possible, pupils who will require supplementary teaching will be identified in June for the following September to prevent any delay in starting.

The S.E.N. TEACHER will draw up their own timetable (subject to the principal's agreement) and will consult with the class teachers to ensure that withdrawal sessions occur at the most appropriate time in the pupil's day. All efforts will be made to ensure that pupils do not miss group class activities such as PE, art, music etc. If timetables are amended in any way in the course of the year, the Deputy Principal must be advised.

## Continuing/Discontinuing Pupils in Receipt of Supplementary Teaching

### Programme Review at end of Instructional Term

The progress of each child should be monitored on an on-going basis throughout the instructional term. A more in-depth review should be conducted at the end of the term of instruction (i.e. after 13 – 20 weeks). This may involve:

- ✓ an assessment of the child's progress and an evaluation of the learning programme
- ✓ consultation between the learning-support teacher, class teacher and possibly parents
- ✓ a decision with regard to the level of support now required by the children

### Discontinuation of Supplementary Teaching

If, following the programme review at the end of an instructional term, a decision is taken to discontinue the provision of supplementary teaching to an individual child, that child should continue to receive appropriate support in the mainstream class and at home. Parents will be informed in writing and where possible, this letter will be preceded by a telephone call or conversation in person. Pupils who have been discontinued will be closely monitored by the class teacher and may be retested as required to ensure progress is being maintained.

### Continuation of Supplementary Teaching

If, following the programme review at the end of an instructional term, a decision is taken to continue the provision of supplementary teaching to an individual child, it may be necessary to:

- ✓ administer (or re-administer) diagnostic tests that might provide additional information about a child's progress or learning needs and record the outcomes in the child's Individual Profile and Learning Programme
- ✓ establish new learning targets, learning activities in consultation with the child's class teacher and parents and record these in the child's Individual Profile and Learning Programme
- ✓ continue appropriate modification of teaching approaches by the class teacher in the mainstream class
- ✓ provide supplementary teaching by the learning support teacher for an instructional term
- ✓ engage in programme review at the end of the instructional term to assess the child's progress and to evaluate the learning programme
- ✓ ensure consultation between the learning support teacher, the class teacher and parents with regard to the level of support now required by the child
- ✓ It will not be necessary to gain consent again from parents/guardians as consent has already been given until further notice when pupil was first selected for supplementary teaching.

## Record Keeping

Records maintained in St. Kevin's will adhere to our Data Protection and Record Keeping Policy.

In relation to Special Education Records the following applies:

- A file is to be set up by the relevant learning support or resource teacher for any new pupil that is selected for supplementary teaching prior to their withdrawal. This file may contain consent forms, school reports, standardised testing booklets, letters/communications from parents and IEP or IP/GLPs.
- All such files are to be kept locked in a shared filing cabinet to which all S.E.N. teachers have access.
- Current pupils will be towards the top of the filing cabinet while previous pupil, still attending the school but discontinued from supplementary teaching will be moved down into the drawers below.
- Files for pupils who have left the school will be stored either in the bottom drawer in the shared S.E.N. Team filing cabinet or in the school strong room and will be destroyed as per our Data Protection and Record Keeping Policy.
- From 1<sup>st</sup> September 2013, all new Stage Three Reports and files received will be scanned and added to the relevant pupils' profiles on Aladdin. Parental consent will be sought in advance. (Appendix 2). Hard copies will be stored in the filing cabinet in the school strong room.
- Aladdin will serve as the main source of tracking a pupil's record of learning support as they move through the school. Each year S.E.N. teachers will upload details of their respective caseloads including number of days the child is attending, date started and the area in which support is being provided. Each year the S.E.N. teacher will mark their old caseload as '*inactive*' (not deleted) so that their history can be viewed by future teachers.
- S.E.N. teachers will add a note to a pupil's details page on Aladdin to state either RESOURCE, LEARNING SUPPORT and/or STAGE 3 REPORT ON FILE to alert teachers that a file exists on the pupils. This will allow class teachers, on inspection of their class lists to view at a glance the pupils who are receiving OR WHO HAVE PREVIOUSLY received learning support. Even if a pupil is discontinued from learning support, this note will be retained to alert a class teacher to history of learning support.
- Results of Standardised Testing will be uploaded to Aladdin. Hard copies will be collected by the deputy principal and Máire Daly and stored in the school strong room.
- School reports for pupils from S.E.N. teachers will be uploaded to Aladdin and may also be added to the pupil's file in the shared S.E.N. filing cabinet.

## Individual Teacher Planning In Learning Support

- Individual Education Plans (IEPs) are drawn up for pupils receiving Resource hours and for those with stage three reports recommending an IEP be completed. An agreed template is attached (Appendix 3)
- Individual Profiles and Learning Programmes (IPLP) are produced for all other pupils getting supplementary teaching. IPLPs may be composed for a group if being taken as such. An agreed template is attached. (Appendix 4)
- It is the responsibility of the S.E.N. teacher to ensure IEPs and IPLPs are uploaded to the pupils profile on Aladdin. Generally speaking, plans are written between September and October and reviewed in February.
- Each S.E.N. teacher will produce weekly plans for each pupil or group s/he is withdrawing. This weekly plan will be informed by the contents of the IEP or IPLP. An agreed template is attached. (Appendix 5). It should be noted that headings on the template may be amended as necessary to suit the needs of the pupil/group. Although plans are for the large part completed weekly, in certain cases they may extend to cover a longer period (i.e. where a pupil is not withdrawn that frequently).
- At the end of each month learning support teachers will provide a copy of their weekly plans to the office for filing
- Reading Recovery follows its own specific method of planning which replaces the above for the pupils involved.

## Resources for Learning Support

Each year the principal will allocate a budget to each S.E.N. teacher. This is to cover personal equipment, photocopying and stationary that may be required throughout the year. Should a member of the learning support team require specific resources to carry out their role, they should contact either the Principal or Deputy Principal to make the request in advance of ordering materials.

Generally speaking, resources for one type of need are stored together:

|  |         |
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| Social and Emotional Development Resources | Room 22 |
| Literacy Resources                         | Room 24 |
| Mathematics Resources                      | Room 21 |
| Testing Materials                          | Room 19 |



## Mainstream Testing Schedule

### Administration

All whole class tests from 2nd to 6th administered by class teacher. Whole class tests in Senior Infants and 1st Class are generally administered by class teacher supported by SEN team. MIST and NRIT and October retests are administered by SEN team. SEN team will assist mainstream class teachers with SIGMA-T corrections if requested.

### Retesting Pupils in Standardised Tests

Children discontinued from Learning Support may be retested in October of the following school year using autumn norms in order to monitor their progress. Retests are also given to any child about whose progress there is a concern or where a class teacher feels there is a discrepancy between a pupil's standardised test results and performance.

| Class Level    | Test Name  | Month                                     |
|----------------|--|---|
| Junior Infants | <ul style="list-style-type: none"> <li>Teacher Designed Tests - phonics</li> <li>Teacher Designed Tests – early number</li> </ul>  | Jan and May                               |
| Senior Infants | <ul style="list-style-type: none"> <li>Middle Infant Screening Test (MIST)</li> <li>Drumcondra Test of Early Literacy (screening)</li> <li>Drumcondra Test of Early Numeracy (screening)</li> </ul>  | Feb<br>May<br>May                         |
| First Class    | <ul style="list-style-type: none"> <li>MICRA T (standardised) Level 1</li> <li>Drumcondra Primary Spelling Test (standardised) Level 1</li> <li>SIGMA T (standardised) Level 1</li> <li>Ballard and Westwood Tables Test</li> </ul>  | May<br>May<br>May<br>Sep, Feb, May        |
| Second Class   | <ul style="list-style-type: none"> <li>NRIT Level 2</li> <li>Drumcondra Primary Reading Test (Standardised) Level 2</li> <li>Drumcondra Primary Spelling Test (standardised) Level 2</li> <li>SIGMA T (standardised) Level 2</li> <li>Ballard and Westwood Tables</li> </ul> | Feb<br>May<br>May<br>May<br>Sep, Feb, May |
| Third Class    | <ul style="list-style-type: none"> <li>Drumcondra Primary Reading Test (Standardised) Level 3</li> <li>Drumcondra Primary Spelling Test (standardised) Level 3</li> <li>SIGMA T (standardised) Level 3</li> <li>Ballard and Westwood Tables</li> </ul>                       | May<br>May<br>May<br>Sep, Feb, May        |
| Fourth Class   | <ul style="list-style-type: none"> <li>Drumcondra Primary Reading Test (Standardised) Level 4</li> <li>Drumcondra Primary Spelling Test (standardised) Level 4</li> <li>SIGMA T (standardised) Level 4</li> <li>Ballard and Westwood</li> </ul>                              | May<br>May<br>May<br>Sep, Feb, May        |
| Fifth Class    | <ul style="list-style-type: none"> <li>Drumcondra Primary Reading Test (Standardised) Level 5</li> <li>Drumcondra Primary Spelling Test (standardised) Level 5</li> <li>SIGMA T (standardised) Level 5</li> <li>Ballard and Westwood Tables</li> </ul>                       | May<br>May<br>May<br>Sep, Feb, May        |
| Sixth Class    | <ul style="list-style-type: none"> <li>Drumcondra Primary Reading Test (Standardised) Level 6</li> <li>Drumcondra Primary Spelling Test (standardised) Level 6</li> <li>SIGMA T (standardised) Level 6</li> <li>Ballard and Westwood Tables</li> </ul>                       | May<br>May<br>May<br>Sep, Feb, May        |

### Other Testing Material Available

The following tests are available in the school for use by class teachers, possibly at Stage One, or by learning support and resource teachers.

| Name of test               | Type                                      | Details   |
|----------------------------|---|---|
| RAIN                       | Sentence reading test                     | <ul style="list-style-type: none"> <li>✓ Gives reading age.</li> <li>✓ Can only be administered once every ten months. Often used on admission to learning support.</li> <li>✓ Assessment of learning.</li> </ul> |
| Neale Analysis             | Diagnostic Assessment of reading ability. | <ul style="list-style-type: none"> <li>✓ Assessment of learning and for learning.</li> <li>✓ Suitable for 1<sup>st</sup> -6<sup>th</sup></li> <li>✓ Can be administered once a year.</li> </ul>                   |
| Daniels and Diack Spelling | Spelling                                  | <ul style="list-style-type: none"> <li>✓ Often used on admission to learning support and possibly</li> </ul>  |

|   |   |  |
|---|---|--|
| Test  |   | later in the year to monitor progress.   |
| Observation Survey (Reading Recovery)               | Assesses suitability for Reading Recovery Programme.  | <ul style="list-style-type: none"> <li>✓ Administered to any child between ages 5 years 9 months and 6 years 6 months about whom there is a concern.</li> <li>✓ Administered again on exit from Reading Recovery and in 3 and 6 month follow-ups</li> <li>✓ Assessment of and for learning.</li> </ul> |
| Drumcondra Test of Early Numeracy Diagnostic (DTEN) | Early numeracy skills.  | <ul style="list-style-type: none"> <li>✓ Administered to any child in Senior Infants whose scores fall below the cut-off in the Drumcondra Test of Early Numeracy or about whom there is a concern.</li> <li>✓ Assessment for learning</li> </ul>  |
| Mata sa Rang Assessments                            | Gives indicators as to areas of difficulty for:<br>Number words and numerals<br>Structuring number<br>Early Addition<br>Advanced addition and subtraction tasks | <ul style="list-style-type: none"> <li>✓ Mainly pitched for use in first class but also suitable for assessment of pupils with low attainment in higher class levels.</li> <li>✓ Does not give a score but points to exact areas of difficulty.</li> </ul>   |
| Belfield Infant Assessment Profile (B.I.A.P.)       | Early screening.  | <ul style="list-style-type: none"> <li>✓ Administered by S.E.N. teacher.</li> <li>✓ Early screening of: perceptual processes, motor development, learning styles, language and communication and social and emotional development.</li> </ul>  |

### Special Class for Pupils with Specific Speech and Language Impairment.

In September 2010, a Special Class for pupils with SSLI was opened in St. Kevin's to service county Wicklow. Pupils are added to our official roll for the duration of their placement and a teacher is assigned to the class. A HSE appointed Speech and Language Therapist works alongside the Special Class teacher. For the purposes of this policy, these pupils are considered separate from the general school learning support/resource department. See Language Class Operational Policy for further details.

### Exemption from Irish

Where the results of an educational psychological assessment suggest that a pupil is eligible for an exemption from the study of Irish and where the parents request this and agree this with the school, the school will apply for this exemption from the DES in accordance with circular 12/96. The principal will process this application and ensure that the required school report is created and filed. A copy of the exemption certificate will be provided to the parents. It is the responsibility of the Principal to inform class teacher and learning support team if exemption is granted. S/he should amend student profile on Aladdin to reflect exemption.

### Referring Pupils to Out-of-School Agencies

In order to best cater for pupils needs, it will be necessary for referrals to be made to out-of school agencies on occasion. Appendix 5 details some of the agencies with which the school liaises. **All referrals to any outside agencies must be directed through the principal's office without exception.**

This policy was ratified on 21/4/15.

**Signed:** \_\_\_\_\_

Chairperson

### Reviewing/Revising School Policy on Learning Support

The policy will be monitored on an on-going basis, and will be reviewed and up-dated regularly.

### Appendices to the policy:

|             |  |
|-------------|--|
| Appendix 1  | Record of Concern at Stage One                                       |
| Appendix 2* | Parental consent letter for stage 3 report to be uploaded to Aladdin |
| Appendix 3* | Agreed template for Individual Education Plans (IEP)                 |
| Appendix 4* | Agreed template for Individual Profile Learning Programme (IPLP)     |
| Appendix 5* | Weekly Plan Template for S.E.N. teachers                             |
| Appendix 6  | Out-of-School Agencies   |

Appendix 1

## St. Kevin's N.S.

# Record of Concern at Stage 1

|   |
|---|
| Child's Name:<br>Class Teacher:<br>Date of Report:<br>Sheet Number: |
|---|

Concerns (Please check records on Aladdin, seek parent's views etc.):

Present levels of attainment/development:

Action(s):

Review Date:

Outcome of Review:

Signed: \_\_\_\_\_

Class Teacher

Please attach a digital copy of this to pupil's profile on Aladdin

Appendix 6 Out-Of-School Agencies

## Out-of-School Agencies

### National Educational Psychological Service (NEPS)

The National Educational Psychological Service, (N.E.P.S.) is a service funded by the Department of Education and Science. NEPS psychologists specialise in working with the school community and are concerned with the learning, behaviour, social and emotional development. NEPS psychologists work in partnership with teachers, parents and children in identifying educational needs. They offer a range of services aimed at meeting these needs, for example, supporting individual students (through consultation and assessment), special projects and research

Referrals are processed through the school to N.E.P.S. Referrals proceed following consultation, usually with the learning support teacher(s), who have identified through the screening process those children who are likely to require an assessment. Children whose standardised attainments are below the 10<sup>th</sup> percentile and those whose Non Reading Intelligence Test (N.R.I.T.) score is average or above average and where there is a discrepancy between their academic performance /attainments and their ability may be referred to N.E.P.S. The service will consider the case of children who are unhappy / anxious in school or presenting with serious behavioural problems. Children who are not chronologically adapted to their class may also be considered. The service will further support children who are exceptionally able or gifted.

### National Council for Special Education (NCSE)

The National Council for Special Education (NCSE) is a statutory body established under the Education for Persons with Special Educational Needs Act 2004. Its remit is the sanctioning of teaching and Special Needs Assistant (SNA) resources to support children with special educational needs. Applications for such resources are made to the school's Special Educational Needs Organiser (SENO). Low Incidence Teaching Hours sanctioned by the SENO in accordance with criteria determined by the NCSE will form the basis of resource posts allocated to the school. The resources sanctioned in respect of individual children are subject to annual review.

### HSE

The Speech and Language therapists in the HSE assess and work with children who have a delay or difficulty with speech and language. Children who have been assessed may be allocated resource hours and the speech and language therapist will supply the resource teacher with an individual programme for each child. He/she may come to the school to work with the child.

### Enable Ireland

Enable Ireland provides services for children with a physical disability. Each child who attends Enable Ireland is allocated an interdisciplinary team which may include a psychologist, physiotherapist, occupational therapist, speech and language therapist and social worker. Members of this team liaise with, support and advise teachers in relation to children who attend mainstream schools.

### Lucena Clinic

Lucena Clinic is a child and adult mental health service. Children who have emotional and/or behavioural difficulties may be referred for assessment to Lucena Clinic by their doctor. When reports arising from assessments are received by the school, teachers will implement suggestions for helping the children concerned.

### Special Education Support Service

The Special Education Support Service (SESS) is provided by the Department of Education and Skills (DES). Its role is to enhance the quality of learning and teaching in relation to special educational provision. The SESS team provide support by visiting schools and organising seminars for teachers, and also by means of a comprehensive website. Resources relating to the teaching of children with special needs are provided under these headings:

Teaching Methods

Behaviour Management

Assessment

Inclusion

ICT

### Visiting Teacher Service

The DES also provides a visiting teacher service for deaf or hard-of-hearing children and children with visual impairments. These teachers assess the needs of each child and visit schools to advise Principals and teachers regarding appropriate supports for

children. These will include suitable teaching methods, equipment needed by the child and any necessary adaptations to the school environment.