

Scoil an Chroí

Ró Naofa

Urlingford NS

SEN Policy

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Scoil an Chroí Ró-Naofa, Urlingford (19930D)

Special Educational Needs (SEN) Policy 2025

1. Context;

Scoil an Chroí Ró-Naofa caters for children from Junior Infants to 6th Class and is under the patronage of the Catholic Archbishop of Ossory. The school currently has a Principal, 10 mainstream class teachers and 3 Special Education Support teachers. As of September 2024, the school has an Autism Class with two SNA's. The school has 1 Special Needs Assistant (SNA). The allocation of both Special Education Support teachers and Special Needs Assistants is subject to review.

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

Our SEN team encompass what were previously termed Learning Support Teachers, Resource Teachers and teachers for children with English as an Additional Language (EAL teachers). In this document we will use the term Learning Support teachers for all of the SEN teachers.

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

We provide an FAQ document at the end of this policy document to assist in understanding any terms or acronyms.

2. Aims of SEN Support

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

- support the inclusion of children with SEN in our school
- develop positive attitudes about school and learning in our children
- ensure that the Staged Approach/Continuum of Support is implemented (see below)
- optimise the teaching and learning process in order to enable children with learning difficulties to achieve adequate levels of proficiency in literacy and numeracy before leaving primary school (Guidelines for Schools, p15)
- enable children to participate in the full curriculum
- support appropriate differentiation in the classroom

- support children's development both socially and emotionally
- enable children to understand themselves as learners
- involve parents in supporting their children
- promote collaboration among teachers in the implementation of whole-school policies on learning support for our pupils
- promote early intervention programmes designed to enhance learning and prevent/reduce difficulties in learning.

3. Principles of SEN Support

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

1. Quality of teaching.
2. Effective whole-school policies.
3. Direction of resources towards children in greatest need.
4. Implementation of a staged approach to support provision at Class Support/School Support/School Support Plus levels.
5. 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 twice a year. 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. The class teacher and Learning Support teacher then draw up a plan of appropriate learning outcomes for the child. The child's parents/guardians will be informed of this plan, invited to contribute and asked to sign it. This plan will be reviewed twice a year 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.

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.

4. Roles and Responsibilities

The role of supporting learning is a collaborative responsibility shared by all the school community: The Board of Management, Principal Teacher, Parents, Class Teachers, Autism Class Teacher, 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 Teacher.

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 meets with the NEPS psychologist to formulate a plan for the year, including assessments of pupils and professional supports for teachers. Given the school's size and situation, some of the duties associated with this responsibility are delegated to the Deputy Principal and other members of staff as appropriate.

Class Teacher.

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

The Class Teacher will;

- provide effective teaching and learning opportunities
- support the identification of learning difficulties
- provide Classroom Support/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)
- collaborate with the Support Teacher in the development of a Support Plan for each child who is in receipt of supplementary teaching at School Support/School Support Plus Level on the Continuum, by identifying appropriate learning targets and by organising classroom activities to achieve those targets. A key role of successful support is a high level of consultation and cooperation between the Class Teacher and the Support Teacher. This consultation will be achieved through informal consultation as the need arises.

Autism Class Teacher:

The Autism Class teachers will:

- Identify the appropriate curriculum area the Special Needs child should experience
- Ensure S.N.A support is available during integration
- Collaborate and consult with mainstream class teachers in setting realistic targets
- Assume responsibility for an on going individual education plan in consultation with support services, parents and Principal

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

Role of SNA

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

The primary care support tasks may include:

- Administration of medicine.
- Assistance with toileting and general hygiene.
- Assistance with mobility and orientation.
- Assisting teachers to provide supervision in the class, playground and school grounds, and at recreation, assembly and dispersal times.

- Assisting children while at play as appropriate.
- Provision of non-nursing care needs associated with specific medical conditions.
- Care needs requiring frequent interventions including withdrawal of a child from a classroom when essential.
- Assistance with moving and lifting of children, operation of hoists and equipment.
- Assistance with severe communication difficulties including enabling curriculum access for children with physical disabilities or sensory needs and those with significant, and identified social and emotional difficulties.

The secondary care support tasks may include:

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

Role of Parents/Guardians

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

Role of Children

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

Role of External Bodies and Agencies

Our school liaises with external professionals such as NEPS Psychologists, Special Education Needs Organisers (SENO), the National Council for Special Education (NCSE) Support Service, the HSE (Health Service Executive), Early Intervention Teams, School Age Teams, Tusla, Visiting Teachers for

children with vision impairment, Visiting Teachers for children with hearing loss, and the Inspectorate. We acknowledge that the needs of many children span both health and education services. We therefore liaise with and contribute to health-led assessment and delivery of interventions and facilitate meetings between parents and various support services. We also endeavour to incorporate relevant recommendations from health professionals in developing support plans at each level of the Continuum of Support.

5. Prevention and Early Intervention

Prevention Strategies

- Differentiation of the curriculum by the mainstream class teacher to cater for individual strengths and needs.
- Development and implementation of agreed approaches to the teaching of English and Mathematics to ensure progression and continuity from class to class, including Power Hour and the Ready Set Go Maths in the Infant classes, using a variety of Readers from Junior Infants to 2nd class and Paired Reading Programme (between 2nd Class and 5th Class; and between 3rd Class and 6th Class).
- Careful development of phonological awareness, through phonics, rhyming skills and oral language skills, before formal reading of words and books.
- The use of concrete materials as much as possible and as appropriate.
- Ongoing observation and assessment of the language, literacy and numeracy skills of children in the Infant classes to facilitate early identification of possible learning difficulties.
- Class-based early intervention by the class teacher focusing on the provision of additional individualised support, as and when required.
- Provision of additional support in language development/early literacy/early mathematical skills to children who need it, including EAL for children who do not have English as a first language.
- Support for children experiencing social/emotional difficulties and problems with concentration.
- Provision of Assistive Technology as appropriate.
- Promotion of parental involvement through sustained contact for the parents of incoming Junior Infants, the provision of a “Beginning School booklet, the arrangement of formal and informal Parent/Teacher Meetings.
- Ongoing observation and assessment.
- Middle Infant Screening Test (MIST) in Senior Infants.
- Drumcondra Literacy/ Numeracy Screening Tests.
- Jackson Phonics

Early Intervention Strategies

Early intervention programmes may be provided by the class Teacher and/or the Support Teacher, in accordance with the Staged Approach (NEPS Continuum).

Collaboration and consultation between the Class Teachers and the Support Teachers, using Middle Infant Screening Test (MIST) and Drumcondra Literacy/ Numeracy Screening Tests in Senior Infants,

and Jackson Phonics in Junior and Senior Infants to identify children who may need early intervention.

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

Early intervention programmes

- Implementation of an English language programme for Junior Infant and Senior Infant children who have English as an additional language, with emphasis on basic vocabulary. Primary School Assessment Kit (PSAK) for assessment of language and 'Up and Away' as a language programme. Intensive language programme for such children in more senior classes with emphasis on basic vocabulary and the language of Maths. This acknowledges the literacy skills already acquired in mother tongue.
- Active learning programme for all Junior Infant children with specific emphasis on oral language development, underpinned by the principles of the new Language Curriculum.
- Early intervention literacy and language support programme in Junior Infant to 2nd classes.
- Withdrawal of children to a support teaching room, in-class support, team teaching, group work and individual support will be provided, as appropriate and if it is in a child's best interest.

6. Identifying and selecting children for additional teaching support

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

Selection criteria

The following criteria will be used by our school to select children for supplementary teaching in line with the new model of Special Education Teaching (Circular 13/2107).

1. Children previously in receipt of "Resource hours" who continue to experience significant learning difficulties.
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. 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. Transition to Post-Primary School. This is also supported by the School Completion Programme and the Home, School, Community Liaison (HSCL) teacher.

11. 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.

7. Continuing and Discontinuing Supplementary Teaching.

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

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

The school may decide to discontinue supplementary teaching with some children when satisfactory progress has been made and targets have been met. This progress will be recognised and marked by the issuing of a graduation certificate.

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

8. 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 twice a year. The completed review will be saved in Aladdin (our school Administration System).

Self-Reflection (by the child) – as part of the Continuum of Support Review Record or SALF (Self-Assessment for Learning Folders kept by the children in 4th, 5th and 6th Classes).

Weekly Tests if applicable (eg. Spellings/Tables).

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

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

Senior Infant end of year test –Middle Infant Screening Test (MIST).

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.

PEP3 assessment for the Autism Class

9. Record Keeping

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

A file for each child attending SET is kept in a locked filing cabinet. The current teacher will have access as the child moves through the school. This file contains any relevant correspondence relating to the child.

Diagnostic Assessments and other checklists administered by the Support Teacher will be put in the child's file in the classroom.

Continuum of Support documents for Children with SEN are also kept in the child's file on Aladdin.

Personal Pupil Plans for children with SNA access will also be kept in the child's file.

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. The Standardised Tests currently used in our school are – Drumcondra Reading, Micra T and SIGMA T (Maths). The Drumcondra Spelling Test and the MIST (Middle Infant Screening Test) are also administered.

End of Year school Report will be issued to parents/guardians in June. These reports are saved in Aladdin.

Monthly Reports (Cúntas Míosiúil) from the Support Teacher will be sent to the Principal. These reports outline the work undertaken by the support Teacher with groups or individual children.

10. Liaising with Parents/Communicating Information

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

Learning Support teacher and Class Teacher meet with/ speak to parents to agree a School Support Plan for the child.

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

Parents are encouraged to become involved in their child's learning. Activities are organised throughout the year to support this eg. Raz Plus, Maths Week, etc.

Parent Teacher Meetings are held in November for Junior Infants to 6th Class.

An information meeting is held for the parents of incoming Junior Infants in June.

An end-of-year report goes home in June each year. Opportunities to discuss this report are made available before the end of term.

11. Timetabling

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

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

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

The Support Teaching Team will establish a timetable in September and review the timetable in December and at the end of the school year.

12. Attendance

An attendance record of children who are withdrawn to the SEN rooms will be kept by each Support Teacher.

13. Monitoring and Reviewing the SEN Policy

The Principal and Deputy Principal will monitor and review this policy. This review will be initiated by the SEN Co-ordinator.

14. SEN Policy Success

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

- ensure that children with SEN gain access to a broad, balanced curriculum and have opportunity of access to an appropriate education.
- develop positive self-esteem and positive attitudes to school and learning among our pupils.
- improve standards of academic performance and achievement.
- enhance parental involvement in supporting their child's learning.
- increase collaboration between school personnel.

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

15. Declaration

This Scoil and Chroí Ró-Naofa Policy was formed following consultation with all staff and members of the Board of Management. It is recommended that this policy be reviewed every three years or whenever it is deemed necessary by School Management.

It was adopted by the Board of Management of Scoil and Chroí Ró-Naofa on:

Signed: _____ Date: _____

Chairperson of the Board of Management

Signed: _____ Date: _____

Board Secretary / School Principal

Acknowledgements

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

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

Circular 30/2014 Special Needs Assistants

Circular 13/2017 Special Educational Needs – New Model

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

Useful websites:

Department of Education & Skills: www.education.ie

National Council for Special Education: www.ncse.ie

National Council for Curriculum Assessment: www.ncca.ie

Health Service Executive: www.hse.ie

List of additional documents used in SEN planning:

- Permission to allow access to reports
- Basic Needs Checklist
- Learning Environment Checklist
- Identification of Educational Needs through the Continuum of Support (Overview Page)
- Student Support File for Scoil an Chroí Ró- Naofa (Continuum of Support document)
- Permission for child to attend Support Teaching/Parents’ Consent Form
- Permission for teacher to administer screening/diagnostic tests
- SEN Record
- Personal Support Plan

FAQs to accompany SEN policy

1. What is SEN?

SEN means special educational needs. Under the new model of allocation, the term special educational needs is broad and includes children who have difficulty attaining literacy and/or numeracy skills, children with fine or gross motor skills in so far as they impact on the children's progress, children who have English as an additional language (if that impacts on their progress) and children who have diagnosed disabilities.

The new model of allocation for SEN teaching provides for appropriate teaching for these children using what is called a staged approach.

2. What do you mean by a staged approach? We take a step-by-step approach to understanding and supporting children who are presenting with a special educational need. There are three main stages and they are outlined in the policy document under the heading Continuum of Support. The Continuum of Support is developed by the National Educational Psychological Service (NEPS) and is used in all primary schools.

3. Who decides which teacher works with my child? It is the Principal's responsibility to allocate teachers to classes. The Principal is mindful of the needs of our pupils and the particular strengths and interests of our teachers.

4. Who has access to my child's reports? Professional reports are often provided to the Principal to assist us in planning appropriately for your child. The reports are confidential and are only shared with teachers of your child.

5. What is Aladdin? Is it secure? Aladdin is our Information Management System. It is cloud based and secure. It is GDPR compliant (data protection regulations). Teachers only have access to records for pupils in their current class.

6. What is an SNA? An SNA is a Special Needs Assistant who is employed to assist with the care needs of a specific child or children while in the care of the school. The allocation of SNAs is governed by DES Circular 30/2014.

7. What is a Personal Pupil Plan? A Personal Pupil Plan outlines a pupil's special care needs and shows how the SNA will be deployed to assist the pupil. The plan is developed with the parents and teachers of a pupil, and refers to the pupil's support plan (based on the Continuum of Support).

8. Can my child have support from an SNA? If your child has a disability and has care needs please talk to the Principal or Deputy Principal to discuss an application for SNA access.

9. What is NEPS? NEPS is the National Educational Psychological Service and is a service of the Department of Education and Skills (DES) and aims to support the personal, social and educational development of all children through the application of psychological theory and practice in education. It has particular regard for children with special educational needs.

10. What is NCSE? The National Council for Special Education. It was set up to improve the delivery of education services to persons with special education needs. The NCSE is responsible for the allocation of teaching supports and SNAs to support children with special education needs. This is organised locally through Special Educational Needs Organisers (SENOs).

11. What is HSE and why is it involved in schools? The HSE is the Health Service Executive and part of its duties concern the care and welfare of children. The HSE provides services to children through its Early Intervention Teams, its School Age Teams, its Speech & Language and Occupational Therapy services etc. The HSE also offers vision and hearing screening to pupils in our school.

12. What is a screening measure or test? Screening tests are easy to administer, contain relatively few items, and can be completed in a relatively brief time, sometimes only a few minutes per child. They can be paper and pencil tests, rating scales, checklists or observations of skills/abilities. They are used to alert the school to a possible problem and can be followed up with more in-depth assessment.

13. What is a diagnostic test? A diagnostic test or assessment can provide a profile of a pupil's strengths and weaknesses and can help the teachers develop appropriate teaching plans for the pupil. These plans form part of the Pupil Support Plan.

14. What is a STEN score? Basically a STEN score means a score out of ten. It is used as a marker to compare children's results on a standardised test with other children who took the same test. About 68% of children score between 4 and 7 as this is the average range.

15. What is a percentile score on a test? A percentile score compares a child's test score with other children who took the same test. For example, a child who scores the 60th percentile has done better on the test than children who score 59th percentile or below on the same test. Standardised tests give teachers norms to compare scores with so that we know how children score compared to other children in Ireland taking the same test.

16. What is meant by Low Incidence Learning Disability? Low incidence learning disability refers to disabilities which occur less frequently in the general population. These include moderate, severe or profound general learning disability, significant physical or sensory impairment (eg: vision or

hearing), severe emotional or behavioural problems, autistic spectrum disorder, and other diagnosed syndromes.

17. What is meant by High Incidence Learning Disability? High incidence learning disability refers to disabilities which are seen more frequently in the general population. These include specific learning disability (dyslexia) and mild general learning disability.

October	<ul style="list-style-type: none"> -Finalise School Support Plans by midterm -Administer NRIT in 2nd and 4th <p>Continue Power Hour with 1st and 2nd Classes.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
November	<ul style="list-style-type: none"> -Complete 2nd round of Jackson Phonics assessment with Senior Infants. -Continue Power Hour with 1st and 2nd Classes. -New Micra T to be administered from 1st to 6th 	<hr/> <hr/> <hr/> <hr/> <hr/>
December	<ul style="list-style-type: none"> - Review list of pupils already attending SET and enquire if teachers have other pupils that they are concerned about.. -Administer appropriate tests for said children. -Send out consent forms for new children attending SET after Christmas. -Continue Power Hour with 1st and 2nd Classes. 	<hr/> <hr/> <hr/> <hr/> <hr/>
January	<ul style="list-style-type: none"> -Initiate updated support plans/ support plus plans. -Commence Power Hour with Junior and Senior Infants 	<hr/> <hr/> <hr/> <hr/>
February	<ul style="list-style-type: none"> - Continue Power Hour with Junior and Senior Infants --Administer MIST in Senior Infants 	<hr/> <hr/> <hr/>
March	<ul style="list-style-type: none"> - Continue Power Hour with Junior and Senior Infants 	<hr/>
April	<ul style="list-style-type: none"> - Continue Power Hour with Junior and Senior Infants up to Easter. 	<hr/> <hr/>
May	<ul style="list-style-type: none"> -Administer Drumcondra Reading to all classes. 	<hr/>

	<p>-Administer Drumcondra spelling from 1st to 6th</p> <p>-Administer Drumcondra Numeracy Screening test to Senior Infants.</p> <p>-Administer Drumcondra Literacy Screening test to Senior Infants.</p> <p>-Administer Sigma T from 1st to 6th classes.</p> <p>*SET team will administer catch up tests for children who were absent on the date of testing.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
June	<p>-Get consent from Infant parents that will complete the Drumcondra diagnostic test</p> <p>-Redeploy SET from 6th Class to Infants to assess Drumcondra Literacy and Numeracy Screening Test and Diagnostic tests where necessary.</p> <p>-Compile list of students recommended for SET from class teachers for the following school year.</p> <p>-Administer YARC assessment for children from 1st - 6th recommended for SET for the following school.</p>	<hr/> <hr/> <hr/> <hr/>

Assessment tools

York Assessment of Reading for Comprehension (YARC)

Middle Infant Screening Test (MIST)

Jackson Phonics

Micra T

Sigma T

Drumcondra Reading and Spelling

Drumcondra Literacy and Numeracy Screening and Diagnostic for Senior Infants.

Power Hour

2 days per week; SET team and class teacher.

Graduation

Certificate

Filing

Correspondence/ Consent Forms

Psychological Report

Diagnostic tests

Current pupils' files in one area and Past Pupils' file somewhere else.

Planning and Cúntas Míosiúil

Weekly plans and weekly targets.

Template available.

Cúntas Míosiúil to be signed and returned to the office monthly.