

St. Patrick's Primary School Special Educational Needs Policy



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Special Educational Needs Policy St. Patrick's Primary School

Introductory Statement

Our Special Educational Needs (SEN) Policy was coordinated by the SEN team, in consultation with the staff. The policy was drawn up in accordance with the Circular No 0013/2017 and the Guidelines for Primary schools document 2017.

School Information

St. Patrick's Primary School is a co-educational primary school with two Autism classes. We are a Catholic school but we embrace and respect all children of other denominations and none. We endeavour to create a positive and inclusive environment that respects all children, regardless of their religious, social, ethnic or cultural background or special educational needs.

Rationale

The purpose of this policy is to:

- Provide practical guidance to staff, parents and other interested parties about our SEN procedures and practices.
- Outline the framework for addressing additional needs in our school.
- Comply with legislation (Education Act 1998, Equal Status Act 2000, EPSEN Act 2004)
- Fulfil DES circular 0013/17- Circular to the Management of Authorities of all Mainstream Primary School; Special Education Teaching Allocation and new 2017 Guidelines for Primary Schools' Supporting Pupils with Special Educational Needs in Mainstream Schools.

Belief Statement

Our school is dedicated to the implementation of an effective system for meeting the needs of all our pupils in accordance with our mission statement, the resources provided by the DES and the Board of Management.

We believe that all our children have a right to an education, which is appropriate to their individual needs. We strive to ensure that all our children feel that they are a valued part of our school community. We are fully committed to the principle of inclusion. This policy aims to enable children with Special Education

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Needs (SEN) to become fully integrated members of our school community. This will be achieved by careful consideration of the needs of each child and by either modifying the environment, activities or by providing support that will help the child to participate in them.

Aims of the Policy

This policy aims to outline our procedures and practices of how we:

- Identify additional needs that our pupils may have
- Allocate resources to effectively meet the needs of children with additional needs
- Divide the roles and responsibilities among our school community in relation to pupils with additional needs
- Promote collaboration among teachers in the implementation of whole school policies on learning support for pupils
- To establish early intervention programmes (as considered appropriate) designed to enhance learning and to prevent/ reduce difficulties with learning.
- Track, monitor, review and report on the progress of children with additional needs
- communicate information between the SEN team, Principal, staff, outside agencies and parents/ guardians.

Inclusion

We are fully committed to the principle of inclusion and the good practice which makes it possible. Our policy as set out in this document aims to enable children with S.E.N., and children whose first language is not English, to become fully integrated members of our school community. This will be achieved by careful consideration of the needs of each child and by either modifying activities or by providing support that will help the child to participate in them.

Roles and Responsibilities

The role of supporting learning is a collaborative responsibility shared by all - The Board of Management, Principal, Class Teachers, Special Education Teachers (SETs), parents and children. It is important that everyone contributes to the planning and implementation of our school plan on SEN Provision.

Board of Management

The Board of Management will fulfil its statutory duties towards pupils with special educational needs. It will ensure that the provision required is an integral part of the school development plan. Members will be knowledgeable about the school's SEN provision - funding, equipment and personnel.

The BOM:

- Oversees the development, implementation and review of school policy on support for children with additional needs
- Provides adequate class accommodation and teaching resources
- Provides a secure facility for storage of records.

Principal

The principal has overall responsibility for SEN procedures and practices in the school. They will work closely with the SEN Coordinator and the SEN team and will keep the BOM informed about the working of

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this policy.

It will be the role of the principal in collaboration with the SEN team to:

- Develop inclusive whole-school policies and monitor their implementation
- Assign staff strategically to teaching roles, including special education roles
- Coordinate teachers' work to ensure continuity of provision for all pupils
- Ensure that whole-school procedures are established to facilitate the effective involvement of parents, pupils and external professionals/agencies
- Ensure that effective systems are implemented to identify pupils' needs and that progress is monitored methodically
- Facilitate the continuing professional development of all teachers in relation to education of pupils with special educational needs, and ensure that all school staff (class teachers, special education teachers and special needs assistants) are clear regarding their roles and responsibilities in this area
- Liaise with SENO (Special Education Needs Organiser) regarding all aspects of special education provision
- Select children for psychological assessment in consultation with class and support teachers and with the NEPS psychologist assigned to the school
- Arrange for exemptions from the study of Irish for pupils for whom this is appropriate (see Circular 54/2022)
- Liaise with and advise Special Needs Assistants (SNAs) with regard to supporting children with special needs
- Liaise with parents of children with special educational needs

Special Needs Co-ordinator

The Special Needs Co-ordinator will be responsible for:

- Communicating and collaborating with the principal in relation to SEN matters on an on-going basis
- Communicating and collaborating with the SEN team in relation to SEN matters
- Overseeing the day-to-day operation of the SEN policy
- Co-ordinating, monitoring and evaluating provision for children with special educational needs
- Liaising with and advising fellow teachers and contributing to in-service training of staff
- Facilitating planning and collaboration between class teacher with support teacher
- Co-ordinating regular SEN team planning meetings to ensure effective communication and support for children with additional needs.
- Supporting the implementation of a tracking system (Continuum of Support) at a whole-school level to monitor the progress of children who avail of additional support.
- Overseeing the tracking system of test results on password-protected Aladdin software to monitor the progress of pupils.
- Keeping teachers informed about the external assessment services that are available and the procedures to be followed for initial referrals and tracking of referrals
- Support SETs and class teachers in liaising with external agencies regarding the provision for pupils with additional needs
- Liaise with the NEPS psychologist, the SEN team and class teachers to prioritise children for psychological assessments (NEPS)

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- Storing confidential information (Psychological Assessment Reports etc.) regarding children with SEN and sharing same with principal, class teachers, support teachers, SNAs, other agencies where appropriate (in the secretary's office)
- Coordination of whole-school procedures for the selection of pupils for supplementary teaching, giving due consideration to:
 - The selection criteria specified in this S.E.N. Policy
 - Teachers' professional observations
 - Contribute to the development of policy on S.E.N. at whole school level
- Provision of advice to Class Teachers (as requested) about pupils who are experiencing learning difficulties

The Role of the Class Teacher

Effective teaching and learning is critically important for all pupils, and especially for those with special educational needs. The class teacher has overall responsibility for the learning of all pupils in their class. Meaningful inclusion implies that all pupils are taught in stimulating and supportive classroom environments where they are respected and valued. Mainstream class teachers have first-line responsibility for the education of all pupils in their classes. Accordingly, classroom teachers should ensure that they plan their lessons carefully to address the diverse needs within the classroom. This will include adapting their teaching approaches for some pupils whose individual progress, application, motivation, communication, behaviour or interaction with peers are causes for concern. This may require targeted interventions to develop relevant adaptive skills related to these needs. All mainstream class teachers will implement teaching approaches and methodologies that facilitate the meaningful inclusion of pupils with special educational needs. These include:

- Implement teaching programmes which optimise the learning of all pupils
- Create a positive learning environment within the classroom
- Differentiate teaching strategies, approaches and expectations to the range of experiences, abilities, needs and learning styles in their class
- Include strategies such as cooperative teaching, team teaching, parallel teaching, station teaching e.g. Literacy Lift Off, TSI, Maths stations & Ready Steady Maths and learning within mainstream classrooms.
- Include strategies such as collaborative problem solving activities, heterogeneous group work, differentiation, interventions to promote social and emotional competency, embedding information and communications technology (ICT) in teaching, learning and assessment.
- Administer and correct standardised tests of achievement in literacy and numeracy, following the schools guidelines
- Discuss outcomes of standardised testing with SEN team to assist the selection of children for supplementary teaching
- Meet with parents regarding any concerns they may have for their child and update them regarding their progress
- Gather information and assess children presenting with needs to inform teaching and learning using the continuum of support
- Open a student support file once additional needs have been identified and classroom support is required
- Develop classroom support plans for children in need of classroom support
- Collaborate with Special Education teachers to develop school support plans for children in

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receipt of school support

- Collaborate with Special Education teachers, parents and pupils to develop School Support Plus plans for each pupil in receipt of school support plus
- Collaborate regularly with all relevant stakeholders in reviewing relevant support plans (including Additional Care Support Targets for SNA support, formerly PPPs/ Care Plans)
- Where applicable, collaborate with S.E.N. team regarding teaching aims and activities for team teaching
- Adjust the class timetable to ensure that children in receipt of supplementary teaching will not be absent for the same subject/activity during each session.
- Co-ordinate the role and responsibilities of the SNA in relation to the needs of pupils with SEN and SNA access in their class

The Role of the Special Education Teacher

Special Education Teachers (SETs) should be familiar with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs. Teaching approaches will include a combination of team-teaching initiatives, co-operative teaching, early intervention and small group or individual support. Depending on the learning needs identified, a pupil with special educational needs may be supported at classroom support level by the class teacher or additionally at school support/ school support plus levels by the SET through in-class or withdrawal support models. Some pupils with more complex and enduring needs may require specific methodologies, teaching approaches and/or learning activities. Such interventions should be based on careful identification of strengths and needs, including multi-disciplinary assessment when necessary.

The type of support offered depends on the child's individual needs and takes the form of:

- curriculum support
- life and/or social skills training
- gross/fine motor development
- Communication and language development
- behaviour modification programmes
- assistance with sensory regulation
- development of anger management strategies
- a combination of some/all of the above

The SEN teacher should:

- Provision of supplementary teaching for children identified in accordance with the school's selection criteria
- Implementation of recommendations from outside agencies, wherever possible, pertinent to the children in their care
- Development of a Student Support File (including a School Support and School Support Plus plan) for each pupil who is selected for supplementary teaching, in consultation with class teachers, SNA (if applicable) and parents
- Maintenance of short term planning (weekly planning for SETs) and progress records, or equivalent, for each individual or group of pupils in receipt of learning support
- Delivery of intensive early intervention programmes and provision of supplementary teaching in Literacy and/or Numeracy to pupils in the school (Junior Infants to 2nd Class), caseload

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- permitting e.g Play based learning (formerly Aistear), Literacy Lift Off, Ready, Steady Maths
- Discuss targets and ways in which attainment of targets can be supported at home and at school with parents of each pupil who is in receipt of S.E.N. support.
- Meet with the parents of each pupil who is in receipt of S.E.N. support during parent teacher meetings or as deemed appropriate:
 - To review the pupil's attainment of agreed targets
 - To revise the pupils Student Support File
- Contribute at school level to decision making regarding the purchase of learning resources, books and materials to be made available to pupils with learning difficulties in their mainstream classrooms and in the S.E.N. rooms
- Liaison with external agencies such as educational psychologists, speech and language therapists etc. to arrange assessments and special provision for pupils with special needs.
- Collaboration with the principal to discuss issues relating to the development and implementation of the school policy on S.E.N. and to the provision of S.E.N. support
- Collaboration with class teachers, to include screening pupils for learning difficulties, interpreting the outcomes of diagnostic assessments and providing supplementary teaching and other forms of learning support, where it is deemed necessary.

The S.E.T. plays an important role in coordinating the selection of pupils for supplementary teaching.

The S.E.T. will:

- Consult with class teachers on the:
 - identification of pupils who may need diagnostic assessment, taking into account the pupils' scores on an appropriate standardised screening measure
 - agreed criteria for identifying pupils,
 - teachers' own views of the pupils' difficulties
 - needs and the number of pupils to whom S.E.N. support can be provided

-Carry out a comprehensive diagnostic assessment of each pupil who has been identified as experiencing low achievement and/or learning difficulties and, in consultation with the class teacher and parents, identify the type and level of S.E.N. support that is needed to meet the pupil's needs.

In addition to providing supplementary teaching to pupils, the S.E.T. is involved in administering a range of formal and informal assessments and in maintaining records of the outcomes of those assessments.

Parental Involvement

"Parents through their unique knowledge of their own child, have much to contribute to their child's learning programmes"

(Learning Support Guidelines p.52).

Good parental engagement is a critical factor in enhancing outcomes for pupils with special educational needs. Parental engagement is enhanced when parents are consulted in relation to their children's needs and strengths, on the supports and strategies being developed to support their children, and when they are involved in regular reviews of progress. The Continuum of Support process and use of the Student Support File provide valuable opportunities to engage with parents and to build a collaborative approach to

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identifying and responding to the needs of pupils with special educational needs.

In addition to consultation around the individual needs of their child, parents also value receiving good information on the nature and type of the special educational needs provision available in the school. The Parents/Guardians of the pupils of this school can prepare for and support the work of the school by:

- Supervising, assisting with, showing interest in and signing homework
- Reading and telling stories to their child/children
- Encouraging the child to visit the library
- Listening to and giving supportive feedback on oral reading
- Where their child is in receipt of supplementary teaching, implementing suggested home-based activities and discussing the outcomes with the child's teachers
- Fostering positive attitudes about school and learning in the school
- Regular communication with the class teacher and keeping the school informed of any home factors which may be affecting their child's progress
- Participating in activities organised by the school that are designed to increase the involvement of parents in their children's learning
- Helping children to develop their organisational skills
- Helping children to look after school books and other resources which are loaned to the children for use at home
- Supporting programmes and initiatives implemented by the school.

Special Needs Assistants

The duties of the SNA are carried out according to the guidelines for Special Needs Assistants from the Department of Education, under the direction of the principal/class teachers, the SNA will meet the care needs of the pupils to which they have been assigned. The NCSE Toolkit for Deployment of SNA Resources is used as a guide for SNAs to carry out their duties.

The SNA should:

- Support the needs of pupils in effectively accessing the curriculum
- Contribute to the quality of care and welfare of the pupils
- Support learning and teaching in the classroom
- Attend, where possible, training courses/workshops provided by the BOM
- Attend meetings with relevant professionals, when necessary
- Ensure safety of S.E.N. pupils in the school yard, and be present for the duration of the yard breaks along with the teachers on duty
- Accompany S.E.N. pupil to supplementary lessons where appropriate.
- Support pupils with emotional regulation
- Support pupils with sensory needs

Role of Pupils

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"The involvement of pupils in the development, implementation and review of their own learning programmes is an important principle underlining the effective supplementary teaching" (Learning Support Guidelines p.54).

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

- Discuss with teachers and SNAs their strengths, interests and areas for improvement and have input into targets
- Become familiar with the learning targets that have been set for them
- Contribute to the selection of texts and other learning materials that are relevant to the attainment of their learning targets
- Develop ownership of the skills and strategies that are taught during supplementary teaching and learn to apply these learning strategies and skills to improve their own learning
- Contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment.

Enrolment

The school aims to meet the needs of any child whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. The Education for Persons with Disabilities Act 2004 states that 'A child is entitled to attend the school which is most suited to his or her overall needs'. Parents are required to notify the school of their child's special needs in advance of enrolment through the school principal. The Board of Management will request a copy of the child's medical or psychological report. No child will be refused admission solely on the grounds that he/she has SEN except where the provision required is incompatible with that available in this school.

Whole School Strategies to minimise learning difficulties and Early Intervention

Our strategies for preventing learning difficulties include:

- Development of agreed approaches to teaching Literacy and Numeracy in order to ensure progression and continuity from class to class.
- Provision of additional support in Language Development and any relevant early literacy and mathematical skills to those who need it.
- Ongoing structured observation and assessment of the Language, Literacy and Numeracy skills of pupils in the infant classes to facilitate early identification of possible learning difficulties.
- Close collaboration and consultation between the Infant Teacher and S.E.N. Team.
- Promotion of Literacy e.g. print rich environment, DEAR, (Drop Everything And Read) structured whole school approach to writing genre instruction (PDST Manual), structured whole school approach to explicit teaching of comprehension strategies (PDST Manual), world book day, book fair, explicit oral language lessons, play based learning in infant classes (formerly Aistear)
- A hands-on approach to Maths with the use of concrete materials, Maths stations in infant classes and a whole school approach to problem solving.
- Parental involvement in promoting Literacy and Numeracy e.g. homework policy, guidelines for parents.

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- Differentiation - adapting the learning environment.
- In-class support from the S.E.N. team.
- Power hour/team teaching for literacy.
- Withdrawing individuals and groups as appropriate.

Selection Process for Allocating Additional Teaching Support

We use the Continuum of Support Framework set out by the Department of Education & Skills to identify and support children with additional needs. Like this framework, we recognise that special educational needs occur along a continuum, ranging from mild to severe, and from transient to long-term and that pupils require different levels of support depending on their identified additional needs. By using this framework, it helps us implement a staged approach to ensure that our support and interventions are incremental, moving from class-based interventions to more intensive and individualised support, and are informed by careful monitoring of progress. The Continuum of Support is a problem-solving model of assessment and intervention that enables us to gather and analyse data, as well as to plan and review the progress of individual pupils.

Stage One - Classroom Support

Class teachers initially discuss their concerns with the child's parents.

The triggers for this intervention could be:

- The child makes little or no progress even when teaching approaches are directed at an identified area of weakness.
- The child shows signs of difficulty in developing Literacy and Numeracy skills, which result in poor attainment.
- Persistent emotional or behavioural difficulties which do not respond to behaviour management techniques used by the school.
- Has sensory or physical difficulties.
- Has communication and/ or relationship difficulties.
- Literacy and Numeracy tests.
- Screening tests of language skills.

The class teacher will have opened a support plan and recorded the interventions in it. A Classroom Support plan runs for an agreed period of time and is subject to review. If this strategy does not work then the teacher will continue to the next stage, School Support. Class teachers inform parents that their child's needs would be better served in a small group with a support teacher. Parents will need to sign their consent.

Stage Two-School Support

At this level a Support Plan is devised and informed by:

- Children who score at or below the 12th percentile in Drumcondra Reading and/or Numeracy standardised tests will be prioritised for support.
- Teacher observation records.
- Teacher-designed measures/assessments
- Parent and pupil interviews
- Learning environment checklist
- Diagnostic assessments in Literacy/Numeracy

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- Formal observation of behaviour
- Children in JI & SI to whom English is an additional Language or newly arrived EAL students throughout the school.

A support plan at this level may detail suitable teaching approaches including team-teaching, small group or individual tuition. A School Support Plan operates for an agreed period of time and is subject to review.

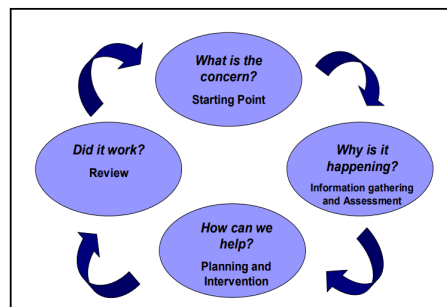
Stage Three-School Support Plus

This level of the Continuum is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports from outside professionals (as appropriate) and may include:

- Teacher observation and teacher-designed measures
- Parent and pupil interviews
- Recommendations of outside Agencies etc. Psychologist/Occupational Therapist/Speech Therapist.
- Results of standardised and diagnostic testing

A support plan at this level is likely to be more detailed and individualised and to include longer term planning and consultation.

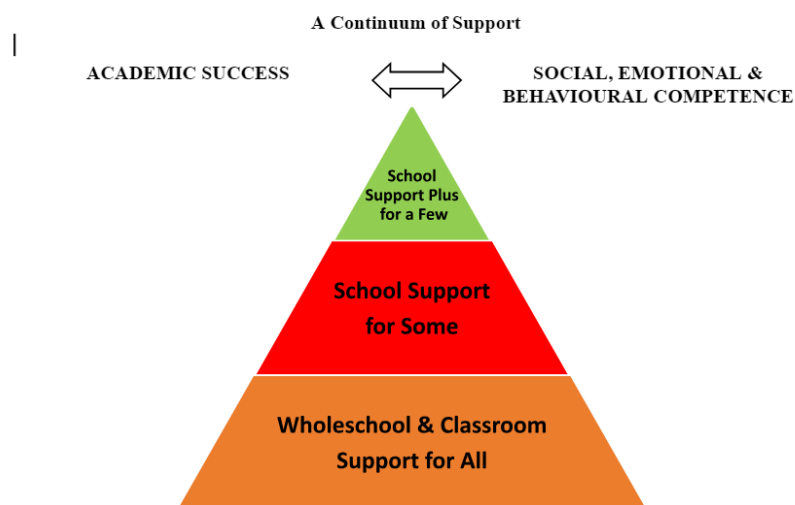
This problem-solving process is illustrated as follows:



Identification of educational needs is central to our policy and the new allocation model. By using the Continuum of Support Framework, we can identify pupils' educational needs, to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. This in turn allows us to identify and respond to needs in a flexible way.

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The Continuum of Support suggests the following levels of support:



Meeting the Needs and Allocating Resources

Once pupils' needs have been identified, Special Education Teachers (SETs) are deployed to address these needs as required. We deploy SETs in a variety of ways in order to effectively meet pupils' needs. We aim to strike a balance between in-class support, group and individual support while ensuring that the needs of children with additional needs are met inclusively.

Importantly, the level and type of support reflect the specific targets of individual pupils as set out in their support plans and are informed by careful monitoring and review of progress. In this way, following a period of intervention, some pupils may no longer require additional teaching supports; some may require the same level, while others may require more intensive supports.

In planning the allocation of additional teaching supports, the over-riding principle is that resources are deployed to address the identified needs of pupils. Importantly, those with the highest level of need should have access to the greatest level of support. We consider methodologies best suited to promoting meaningful inclusion such as differentiation, team-teaching and small group teaching.

In addition to literacy and numeracy difficulties, many pupils will have specific needs in such areas as speech language, EAL, social interaction, behaviour, emotional development and motor skills. As an S.E.N. team, we review all support on an ongoing basis.

Gathering Information and Assessment

Assessment is part of what a class teacher does on a daily basis for all children. Some methods include self- assessment, questioning, teacher observation, portfolios and teacher designed tasks and tests. The information gathered enables the teacher to plan learning experiences based on the appropriate objectives

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from the curriculum.

In order to identify pupils who may require supplementary teaching, screening, including standardised testing, is carried out in all classes annually and further diagnostic testing may need to take place. The information gathered from these formal assessments is then used to inform decisions for support and pupil's support plans.

Assessment and Screening Tests

In our school we carry out the following assessment procedures on all children:

- Junior Infants; Observation and Checklists & Bellfield Infant Assessment Profile (BIAP)
- Senior Infants; Observation, Checklists, Drumcondra Early Literacy and Early Numeracy
- 1st- 6th class; Observation and Checklists, Drumcondra Literacy and Numeracy (1st & 2nd class take paper tests, and 3rd - 6th use online versions where available)
- 1st - 6th Drumcondra Spelling Test

Various other diagnostic tests are carried out on pupils who are showing signs of needing additional support such as NVRT, NRIT, GL Dyslexia Screener, YARC Assessment of Reading Comprehension, Dolch word lists, miscue analysis, Quick Phonics Screener (Hasbrouck & Parker), Schonell spelling test. Checklists, PSAK (Primary School Assessment Kit) for pupils with EAL etc.

Tracking, recording and reviewing progress

Provision for pupils with special educational needs is enhanced through clear identification processes and careful planning of interventions to address academic and/or personal and social development needs. Identification of needs, planning, target-setting and monitoring of outcomes are essential elements of an integrated and collaborative problem-solving process.

Student Support File

We use a Student Support File to plan interventions and to track a pupil's pathway through the Continuum of Support. It facilitates us in documenting progress and needs over time and assists us in providing an appropriate level of support to pupils, in line with their level of need.

All support files should include:

- Cover sheet with pupil's details
- A timeline of actions
- Record of support received
- Standardised/ Diagnostic test scores
- Support plans and reviewed support plans

A class teacher should open a Student Support File once a child is placed on Stage I - Classroom Support on the continuum. It is the responsibility of the class teacher and the allocated SET to access and update the information in the Student Support File. The same system is in place for children on School Support Plus. All support plans are stored and edited (collaboratively) on Google Drive (password protected) and uploaded onto Aladdin (also password protected).

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Support Plans

We use three different support plans for the three stages of support on the Continuum of Support.

Stage 1: Classroom Support Plan

This is a simple plan which is drawn up by the Class Teacher which outlines the pupil's additional educational needs and the actions, including individualised teaching and management approaches, which will be taken to meet the pupil's needs. The plan may also include home-based actions to be taken by the pupil's parents to support their child's development. Parents should be consulted and informed at this stage. The Classroom Support Plan should include a review date.

Stage 2 - School Support Plan (SSP)

This plan is drawn up by the class teacher and appointed S.E.N. teacher. It will set out the nature of the pupil's learning difficulties, define specific teaching, learning and behavioural targets and set a timescale for review. The plan should, for the most part, be implemented within the normal classroom setting and complemented by focused school based intervention programmes. Depending on the nature of the needs and on the school context, additional teaching may be within a small group or individual or a combination of both either in class or on a withdrawal basis. Parents should be consulted at this stage. After the plan has been drawn up, it should become a working document through the careful monitoring of the pupil's response to the actions taken.

Stage 3 - School Support Plus (SPP). This plan is drawn up by the class teacher and appointed Special Education Teachers, in consultation with the child's parents/guardians, professionals external to the school and (if appropriate) the child based on the information gathered. It will set out;

- The nature and degree of the pupil's abilities, skills and talents
- The nature and degree of the pupil's special educational needs and how those needs affect his/her educational development
- The present level of educational performance of the pupil
- The special educational needs of the pupil
- The special education and related support services to be provided to the pupil to enable the pupil to benefit from including;
 - Strategies for supporting the pupil's progress and inclusion in the classroom setting
 - Individual and/or small group/special class interventions/programmes
 - Specific methodologies/programmes to be implemented
 - Specific equipment/materials and/or IT supports, if required to support learning and access to the curriculum
 - Support required from a Special Needs Assistant (SNA), if appropriate
 - The goals which the pupil is to achieve over a period
 - The pupil's priority learning needs, long and short term targets to be achieved, the monitoring
 - and review arrangements to be put in place

Additional Care Needs Plans/ Support Targets (Formerly Personal Pupil Plan (PPP))

An Additional Care Need Plan/Support Targets (formerly PPPs) is required for each pupil with SNA access. The pupils' primary care needs are outlined in the plan and strategies to help the student to achieve the

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care targets. The class teacher, S.E.N. teacher & SNA are jointly responsible for these. Additional Care Needs Plans are stored and edited (collaboratively) on Google Drive (password protected) and uploaded onto Aladdin (also password protected)

Supervision/Child Protection

Where possible, SEN teachers will share classrooms. This is in order to facilitate one-to-one teaching. Where pupils receive support on a one-to-one basis, the SEN teacher is responsible for ensuring that another teacher or pupils is present in the classroom at all times.

Where a child has access to an SNA, they may withdraw the child from the class for brief movement/ regulation breaks where necessary. Another child/ staff member should be present at all times (No one-to-one)

Security/GDPR

All children's files are to be stored on Google Drive and Aladdin (password protected). The Master copy of each child's reports/ SSF/ PPPs is stored in a locked filing cabinet in the Secretary's office.

Ratification & Review:

A copy of the SEN policy is readily accessible on the school website. This policy will be reviewed as necessary by the staff and Board of Management of St. Patrick's Primary School.

This policy was ratified on 12th Decemberr 2024.

Signed: *Fr. Tony Finn (Chairperson of the Board of Management)*

Signed: *Róna Donoghue (Acting Principal)*

Date: **12/12/2024**

** Please note that the signed copy of this policy is in the school office*