



Additional Education Needs Policy

This policy has been formulated by Knocknacarra ETNS to provide guidance for all staff members regarding supporting all children's learning experiences. It sets out policies and procedures to support individual pupils to achieve their full potential.

Contents

Introductory Statement and Rationale:.....	1
Glossary.....	1
Aims:	2
Principles of Support:.....	2
Policies Related to Additional Education Needs:.....	2
Continuum of Support – Staged Approach.....	3
Roles and Responsibilities.....	4
Prevention and Early Intervention Strategies	8
Selection Criteria.....	9
Continuing and Discontinuing Supplementary Teaching.....	9
Monitoring Progress	10
Record Keeping.....	10
Liaising with Parents/Communicating Information	11
Timetabling	11
Success Criteria.....	11
Monitoring the Implementation of Policy:.....	12
Reviewing and Evaluating the Policy:.....	12
Ratification:	12
Appendix A – Support Plan	13
Appendix B – Permission Letter Template for School Support/School Support Plus.....	18
Appendix C – Parent Google Form to Prepare for Support Plan Meetings	19
Appendix D – End-of-Year Report – Support Teaching.....	20
Appendix E – Key Tasks and Dates.....	21

Introductory Statement and Rationale:

Knocknacarra Educate Together National School is an equality-based, equal-opportunity school where each child is cared for, honoured and believed in. Each child’s talents are recognised and celebrated. We aim to provide a holistic approach to education taking account of individual needs, abilities, interests and social and cultural backgrounds. We strive to create a positive and caring, inclusive environment conducive to learning, enabling each child to reach his/her full potential with confidence and enthusiasm. We promote an atmosphere where staff and pupils respect themselves and others and where each person takes responsibility for his/her actions.

This policy was formulated by the staff of Knocknacarra Educate Together National School in 2015. It was reviewed and revised in 2021. This policy reflects DES circulars 0030/2014, 0013/2017 and 0058/2019 as well as the document *Guidelines for Primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools*.

The EPSEN Act defines a special education need as “a restriction in the capacity of the person to benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition, which results in a person learning differently from a person without that condition.”

For the purposes of this policy and in keeping with the core principles defining an Educate Together ethos including child-centred and equality-based, we define inclusion as the process by which our school community will endeavour to respond to all pupils as individuals by considering and adapting curricula, organisation and provision. The goal of inclusion is not to erase differences but to enable all pupils to belong within an educational community that validates and values their individuality. In keeping with the inclusion perspective described previously, the policy will adopt the term “additional education needs” rather than the term “special education needs” even though the latter term is ordinarily used by other agencies and the Department of Education.

Knocknacarra Educate Together NS caters for children from Junior Infants to 6th Class. The school has an administrative principal, 8 mainstream class teachers and currently 60 hours of support teaching each week (1.4 FTE). The school has 2.83 inclusion support assistants (ISAs). The allocation of both support teachers and ISAs is subject to review.

Glossary

AEN	Additional Educational Needs
CAMHS	Child and Adolescent Mental Health Services
EAL	English as an Additional Language
IEP	Individual Education Plan
ISA	Inclusion Support Assistants (commonly referred to as SNAs by other organisations)
NCSE	National Council for Special Education
NEPS	National Educational Psychological Service
PPP	Personal Pupil Profile
SENO	Special Education Needs Organiser

Aims:

This policy is intended to provide practical guidance to teachers, parents and other concerned persons on the provision of effective learning support to pupils experiencing or likely to experience learning difficulties. The policy also fulfils our obligations under the Education Act 1998, Education and Welfare Act 2000 and Disability Bill 2002. Through the implementation of this policy we strive to:

- support the inclusion of children with additional educational needs in our school;
- create an environment where each pupil's social, emotional and academic strengths and needs are addressed;
- optimise the teaching and learning process in order to enable children to achieve adequate levels of proficiency in literacy and numeracy before leaving primary school;
- enable pupils to become independent learners and develop positive self-esteem;
- involve parents in supporting their children;
- promote collaboration among teachers in the implementation of whole-school policies on learning support for pupils;
- use testing and assessment to inform interventions; and
- establish early intervention programmes designed to enhance learning and prevent/reduce difficulties in learning.

Principles of Support:

The provision of additional education needs support in our school is based on the following principles:

- Quality of teaching.
- Effective whole-school policies.
- Direction of resources towards children in greatest need.
- Implementation of a staged approach to support provision at Class Support/School Support/School Support Plus levels.
- Provision of the model(s) of intervention appropriate for the child, including the withdrawal model, in-class support model, individual or group work.

Policies Related to Additional Education Needs:

Enrolment of children with additional needs

Parents complete an admissions application form online. On this form parents are asked to give details of all assessments the child may have had. The school stresses the importance of parents informing the school of any 'additional need' their child may have. If a pupil has an identified additional need and is already receiving support from another organisation, it is the responsibility of the parents to notify the school. The class teacher and support teacher team will read all current reports on the child prior to receiving the child in school.

Having gathered the relevant information, the Board of Management will ensure to the best of the school's ability (noting that decisions on support teaching and ISA allocation as these are made by the National Council Special Education within the parameters set by the Department of Education) that a child with additional education needs will be educated in an inclusive environment, unless the degree

or nature of those needs means this is not in the best interests of the child and significantly interrupts the effective provision of education for children with whom the child is to be educated.

Pupils with additional education needs transferring from another school

Parents of a pupil with additional needs transferring from another school are required to provide the school with copies of all reports regarding the needs of the child. Under the new model of support allocation, it may not be possible for the school to match the level and type of support available in a child's previous school. The principal will discuss this prior to enrolment and provide some indication of the level of support available. Of note, supports, including access to an ISA, cannot be assumed when enrolling in the school.

Inclusion

A variety of interventions will be designed by the class teacher to facilitate inclusion for pupils with additional education needs in all aspects of the curriculum at their ability and competence levels. This could include oral and group work, practical learning experiences, a buddy system, circle time, computer skills, etc. School personnel will be made aware of the additional educational and medical needs of the pupils and the strategies necessary to integrate them in all aspects of school life.

Communication

In Knocknacarra Educate Together NS we encourage and welcome open communication between principal, teachers, parents, visiting teachers and outside professionals who engage with our children. In addition to the regular communication with all parents, there are additional arrangements in place for communication with parents of children with additional education needs, as follows:

- Formal meetings take place in October with parents of children receiving supplementary teaching at the School Support Plus level.
- Parents are encouraged to make regular contact with the class teacher and learning support teacher.
- Formal parent-teacher meetings may be convened at the request of the parent or teachers at any time.

Professional Development

Members of staff are encouraged to attend relevant continuing professional development in the area of additional education needs. Where professional development needs are identified (through discussion and review at staff meetings for example), an action plan is devised to ensure that needs are adequately addressed. This may include a staff day/staff development session, engagement of external expertise and provision of additional resource materials. Where staff members attend courses, they are given the opportunity to report back at staff meetings. Regular training for ISAs is provided within the school. In general, experienced teachers are assigned to support teaching duties.

Continuum of Support – Staged Approach

Stage 1. Classroom Support

If a class teacher has concerns about the academic, physical, social or emotional development of a child, the class teacher will open a Support Plan (see Appendix A) on Aladdin. At this level, this will be

a simple, individual plan of support to be implemented in the mainstream class setting. This plan will be informed by data gathered by the class teacher. The plan will be reviewed after each instructional term (using the Review Page from the Support Plan document). If the plan is working well for the child it may be decided to continue or discontinue it. If insufficient progress is made and the child is still having difficulty, then Stage 2 (School Support) will be implemented.

Stage 2. School Support

If further intervention is deemed necessary (after further diagnostic testing by the support teacher) and the child is to receive supplementary teaching at the School Support level, parents will grant consent via Aladdin Connect on an annual basis (see Appendix B). The class teacher and support teacher then collaborate on a Support Plan describing appropriate learning outcomes for the child. The child's parents/guardians will be informed of this plan, invited to contribute via a short online survey using Google Forms and will be asked to sign the support plan. This plan will be formally reviewed in February. An end-of-year report (see Appendix D) will be written and given to parents at the end of the academic year. If significant concerns remain, it may be necessary to involve outside agencies such as NEPS or the HSE and move towards the School Support Plus level.

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, either in person or through an online Google Meet. Following the consultation, the support teacher, class teacher, parents and outside professional(s), if available, will determine a more detailed Support Plan for the child. In case of children identified at an early age as having significant additional education needs, intervention at Stage 3 will be necessary on their entry to school. Parents will grant consent for supplementary teaching via Aladdin Connect on an annual basis (see Appendix B). Support in the classroom will be an essential component of any learning programme devised, and primary responsibility for the child's learning will remain with the class teacher in consultation with the designated support teacher. A support plan will be drafted at the beginning of each academic informed by a meeting between staff and parents. This plan will be formally reviewed in February. An end-of-year report (see Appendix D) will be written and given to parents at the end of the academic year.

Note: The 'Log of Actions' in the Support Plan will be added to as appropriate. These additions will be made by the class teacher or the support teacher.

Roles and Responsibilities

The role of supporting learning is a collaborative responsibility shared by all the school community including the Board of Management, the principal, parents, class teachers, learning support teachers, ISAs, children and external bodies and agencies. Key tasks and dates for completion of them can be found in Appendix E.

Board of Management

The Board of Management will:

- review the AEN policy and any updates to it;
- ratify the policy;
- ensure to the best of its ability and within the confines of the allocations provided, remembering that support teaching and ISA allocation as these are made by the National Council Special Education within the parameters set by the Department of Education, that satisfactory classroom accommodation and teaching resources are available; and
- provide secure facilities for the storage of records relating to children in receipt of AENs support.

Principal Teacher

The principal will have overall responsibility for the school's provision for children with AENs. The principal keeps a record of referrals made to NEPS and other outside services. At the beginning of each school year, the principal will meet 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 a member of the in-school management team 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. The class teacher will:

- Provide effective teaching and learning opportunities.
- Support the identification of learning difficulties.
- Log actions in the Support Plan at all levels.
- Communicate with parents/guardians.
- Draw up Classroom Support Plans at Stage 1 of the Continuum of Support and
- 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 or School Support Plus levels by identifying appropriate learning targets and by organising classroom activities to achieve those targets. Interventions must address children's learning in the mainstream classroom to ensure that the children's needs are met throughout the whole school day. A key role of successful support is a high level of consultation and cooperation between the class teacher and the support teacher. Central to this consultation is the development, implementation and review of Support Plans. This consultation will be achieved through formal timetabling of meetings each instructional term and through informal consultation as the need arises.

Support Teachers

The central roles of the support teachers are 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 a child's particular and individual needs.

- Researching the child’s learning difficulty or additional education need 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.
- 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 (Cuntas Míosúil) for each individual or group of children withdrawn for support teaching and for in-class support.
- Administering a range of formal and informal assessments and maintaining records of the outcomes of those assessments. This assessment process may include:
 - 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 Cuntas Míosúil.
 - Reviewing the progress of each child, as required, 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 this policy.
- Providing advice to the Class Teacher (if requested).
- Meeting with parents of children who are in receipt of support teaching where a concern is ongoing.
- Liaising with external agencies such as speech and language therapists etc., and implementing suitable recommendations, wherever possible.
- Implementing school policies on preventing learning difficulties, screening children for learning difficulties, interpreting the outcomes of diagnostic assessments and providing supplementary teaching, where it is deemed necessary.

Role of the ISA

The role of an Inclusion Support Assistant 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 (see 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.
- Preparing and tidying 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 (PPPs) for children with additional educational needs who receive support from an ISA, 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 Coordinator (SENO), National Educational Psychological Service (NEPS) or school staff meetings with the agreement and guidance of the class teacher and/or 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 AENs 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. They will also contribute to the development of a Support Plan for children at the School Support and School Support Plus levels.

Role of Children

The role of the child with AENs 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, Túsla, 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.

Prevention and Early Intervention Strategies

- Differentiation of the curriculum by the 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 the Aistear programme and Ready Set Go Maths in the infant classes and literacy/numeracy Power Hour (stations teaching) for children in Junior Infants to 2nd Class.
- Careful development of phonological awareness, rhyming skills and oral language skills, before formal reading of words and books.
- Building sight vocabulary using Jolly Phonics tricky words and infant readers.
- The use of concrete materials as much as possible.
- Ongoing structured observation and assessment of language, literacy and numeracy skills 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.
- Support for children experiencing social/emotional difficulties and problems with concentration.
- Provision of assistive technology as appropriate.
- Promotion of parental involvement through their attendance at induction meetings for parents/guardians of incoming Junior Infants and the arrangement of formal and informal parent/teacher meetings.

Early Intervention Strategies

Early intervention programmes may be provided by the class teacher and/or the support teachers. Collaboration and consultation between the class teachers and support teachers should identify children who may be in need of early intervention. Teacher observation and professional opinion will be given due consideration in the selection of children for early intervention programmes. Early intervention programmes will include:

- The implementation of an English language programme for Junior and Senior Infant children who have English as an additional language, with emphasis on basic vocabulary as well as an intensive language programme for such children in more senior classes with an emphasis on basic vocabulary and the language of maths. This acknowledges the literacy skills already acquired in a child's mother tongue.

- An active learning programme for all Junior Infant children with specific emphasis on oral language development, underpinned by the principles of the Aistear programme and the new Primary Language Curriculum.
- Early intervention literacy and language support programme in Junior Infant to 2nd Class.
- The 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.

Selection Criteria

The following criteria will be used by our school to select and prioritise children for supplementary teaching in line with the new model of support teaching:

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/or maths.
3. Children scoring at or below the 12th percentile on standardised assessments in literacy and/or maths (to allow for a margin of error).
4. Children diagnosed as having Low Incidence Learning Disabilities since 2017 (see Chapter 1, [*Assisting Children with Special Needs*](#)).
5. Children diagnosed as having High Incidence Learning Disabilities.
6. Children who are EAL learners at the B1 level and below or those 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 the Classroom Support level of the Continuum of Support. The class teacher will have opened a Support Plan and recorded 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 the Classroom Support level. 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 level. The class teacher will have opened a Support Plan and recorded the interventions in it.
10. Transition to post-primary school.
11. Exceptionally able/gifted children. Interventions will be made in the first instance by the class teacher at Classroom Support level. The class teacher will have opened a Support Plan and recorded the interventions in it. Support from Centre for Talented Youth Ireland (CTYI) will be accessed as appropriate.

Continuing and Discontinuing Supplementary Teaching.

- At the end of each instructional block (January and June) 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 the continued level of support, and revised targets will be set in the child's Support Plan.
- The school may decide to discontinue supplementary teaching with some children when satisfactory progress has been made and targets have been met.
- 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.

Monitoring Progress

- The Support Review Record will be completed by the Support Teacher in collaboration with the class teacher. This will be carried out at the end of each instructional period. The completed review will be saved in Aladdin.
- Self-reflection (by the child) as part of the Continuum of Support Review Record.
- Weekly tests, if applicable (e.g. Spellings/Tables).
- Termly assessments (teacher designed or from publishers).
- Standardised tests at the end of each academic year (1st – 6th) in English, maths and spelling.
- Senior Infant end-of-year tests – Drumcondra Literacy and Numeracy Screening/Diagnostic Tests and/or the 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.

Record Keeping

Records are kept in accordance with the school's Data Management and Record Keeping Policy.

- Class teachers will keep a record of teacher-designed tests, end-of-term tests and checklists in an assessment folder for their class.
- A general file for each child in the class is kept in a locked filing cabinet in the support room. This file is maintained by class teachers and contains samples of the child's work, pupil profiles written for parent-teacher meetings, standardised test booklets, diagnostic tests administered by class teachers, end-of-year reports and any relevant correspondence relating to the child.
- Diagnostic assessments and other checklists administered by the support teacher for children at the School Support and School Support levels will be put in a separate file and stored in the support room.
- Continuum of Support documents are kept on Aladdin. At the Class Support level the Support Plan will be printed and filed in the general file by the class teacher.
- Personal Pupil Plans for children with ISA access will also be stored with their Support Plans.
- Psychological reports that are active at any given time are kept in a locked cabinet in the support room as part of children's support files. Copies may be held securely by the class teacher in the child's file.
- Results of standardised tests will be uploaded to Aladdin and a copy of each will be filed in the general student files in the support room. The standardised tests currently used in our school are Drumcondra Reading, Maths, Spelling and Gaeilge.

- End-of-year school reports will be issued to parents/guardians in June. These reports are saved in Aladdin. A hard copy is filed in each child's general file.
- Monthly reports from support teachers are sent to the principal via email. These reports outline the work undertaken by the support teacher with groups, individual children or in-class support.

Liaising with Parents/Communicating Information

- Following the staged approach, the class teacher will meet with parents/guardians initially to discuss concerns and outline supports available in the school.
- The support teacher will consult with parents via email, phone calls and/or the completion of an online form when developing Support Plans for children at the School Support Level. The class teacher, support teacher and the ISA will meet with parents to agree a Support Plan for the child at the School Support Plus level either in person or through Google Meets.
- The support teacher will liaise 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.
- Parent-teacher meetings are held in November for all families.
- 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.

Timetabling

The timetable for students with AENs is agreed between the principal, class teachers and support teachers in September each year. The following factors are considered when drawing up this timetable:

- Supplementary teaching that children receive is in addition to their regular class programme in English and maths. Co-teaching, where two or more teachers work together to plan, organise, instruct and make assessments on the same group of students and share the same classroom can operate during English and maths times in class.
- Every effort is made to ensure that pupils do not miss out on the same curricular area each time they attend supplementary teaching.
- Use of in-class support is prioritised whenever practical.
- The advantage of frequent tuition informs timetabling decision-making.
- Liaising with parents and other relevant professionals may be done during pupils' supplementary teaching time.
- The support teaching team will review the timetable at the end of each instructional term/block or as required.
- An attendance record of children who are withdrawn for supplementary teaching will be kept by each support teacher.

Success Criteria

The success of this policy will be demonstrated by:

- an increase in positive attitudes to school and learning among our pupils by addressing their academic, social, emotional and behavioural needs;
- improved standards of academic performance and achievement;
- enhanced parental involvement in supporting pupil learning; and
- increased collaboration between school personnel.

Monitoring the Implementation of Policy:

The implementation of the policy shall be monitored by the principal and the Board of Management. A review of the policy by the Board of Management to confirm that the actions/measures set down under the policy are being implemented will take place no later than 2024.

Reviewing and Evaluating the Policy:

The policy should be reviewed and evaluated at least every three years and as necessary, not later than 2024. The policy should be revised as necessary in the light of such review and evaluation and within the framework of school planning.

Ratification:

This policy was ratified by the Board of Management on the date below.

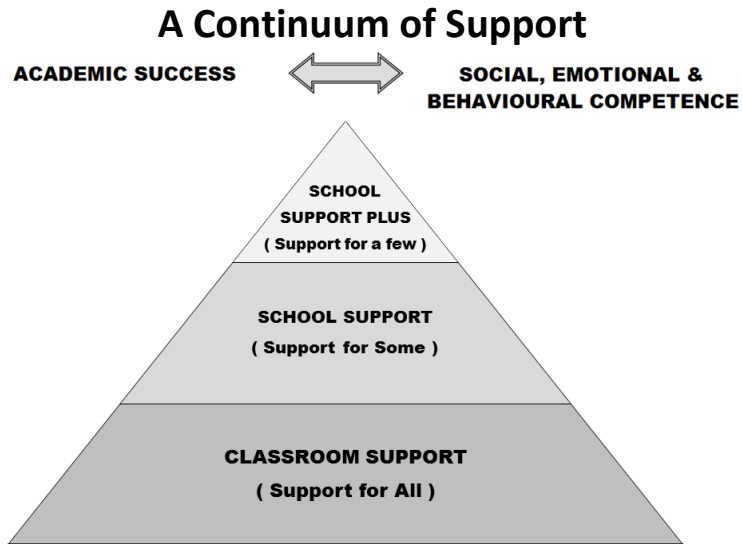
Paul Adams, chairperson

Date of ratification: 14/09/2022

Appendix A – Support Plan



STUDENT SUPPORT FILE	
Name of Student	
Date of Birth	
School	
Date File Opened	
Date File Closed	



Developing a student support plan is the outcome of a problem solving process, involving school staff, parent(s)/ guardian(s) and the student. We start by identifying concerns, we gather information, we put together a plan and we review it.

Student Support File, Log of Actions

Date	Actions

Additional Education Needs Policy – Knocknacarra Educate Together NS - 2022

Support Checklist		
Name:	Age:	Class:
General Information	Date Checked	Comments
1. Parents/ Guardians Consulted		
2. Information from previous school/preschool/class gathered		
3. Hearing		
4. Vision		
5. Medical Needs		
6. Basic Needs Checklist completed		
7. Assessment of learning- screening		
8. Observation of learning style/approach to learning		
9. Observation of behaviour		
10. Interview with pupil		
11. Classroom work differentiated?		
12. Learning environment adapted?		
13. Yard/school environments adapted?		
14. Informal or formal consultation/advice with outside professionals?		
15. Advice given by learning support/resource teacher or other school staff?		
16. Other interventions put in place in school?		
Action needed		
<i>Helpful references: SEN: A Continuum of Support: Resource Pack for Teachers, pp. 13-16, 18 to 20; BESD: A Continuum of Support, p 7; A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers, pp32-36; Student Support Teams in Post-Primary Schools, pp20</i>		

SUPPORT PLAN*

*Classroom Support
School Support (Support for SOME)
School Support Plus (Support for A FEW)*

To be completed by the teacher(s).

For help, see *SEN: A Continuum of Support - Guidelines for Teachers: BESD: A Continuum of Support – Guidelines for Teachers* pp.71-74; *A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers*, pp. 51, 53, 54, 57.

Student's name		Age	
Lead teacher		Class/year	
Start date of plan			
Review date of plan			
Student's strengths and interests			
Priority concerns			
Possible reasons for concerns			
Targets for the student			
Strategies to help the student achieve the targets			
Staff involved and resources needed			
Signature of parent(s)/ guardian(s)			
Signature of teacher			

*A consultation with a NEPS psychologist/ other professionals may contribute to this plan.

SUPPORT REVIEW RECORD*

*Classroom Support
School Support (Support for SOME)
School Support Plus (Support for A FEW)*

To be completed by the teacher(s) as a review of the plan and as a guide for future actions.

For help, see *SEN: A Continuum of Support - Guidelines for Teachers; BESD: A Continuum of Support – Guidelines for Teachers; A Continuum of Support for Post-Primary Schools, Resource pack for Teachers; Student Support Teams in Post-Primary Schools.*

Student's name	Class/ Year
Names of those present at review	Date of Review
What areas of the plan have been most successful and why?	
Since the start of the plan, has anything changed in relation to the original concerns? If so, what are these changes, and what have we learned from them?	
Have the student's needs changed since the start of the plan, and if so how?	
Recommended future actions – <i>what, how, who, when?</i>	
Any comments from the student?	
Any comments from the parent(s)/guardian(s) comment?	
Signature of parent(s)/ guardian(s)	
Signature of teacher(s)	

Outcome of review (tick as appropriate)	
Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support	Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus
Continue at Current Level of Support	Request consultation with other professionals

*A consultation with a NEPS psychologist/ other professionals may contribute to this review.

Appendix B – Permission Letter Template for School Support/School Support Plus



Knocknacarra Educate Together NS

An Coimín Mór
Cappagh Rd
Knocknacarra
Galway
H91 Y38E
www.ketns.ie matt@ketns.ie
091 590627

{{Date}}

Dear Parent(s),

Welcome back to another school year. I hope you all had a nice summer and are looking forward to a fruitful year ahead. Having spoken to your child's class teacher and the principal, we feel that {{Child's name}} would benefit from extra support with literacy and mathematics. I will work in conjunction with the class teacher and the lessons may take place in or outside the classroom.

At times throughout the year we may carry out some diagnostic testing to monitor your child's progress and ensure that the programme meets their needs. The school requires your permission to withdraw your child from class and for assessment. Please sign the letter below and return it to school tomorrow.

I will be in touch with you later in the term to discuss progress. In the meantime, feel free to contact me if you have any concerns.

Yours sincerely,
{{Special education needs teacher}}

I give permission for _____ to attend support classes and to complete assessments.

Parent/Guardian's Signature: _____

Date: _____

Appendix C – Parent Google Form to Prepare for Support Plan Meetings

The Support Plans that we create here at Knocknacarra Educate Together are working documents and should be useful, available and understandable to all those dealing directly with the student. A key task in developing a Support Plan is gathering relevant information about the child for whom the plan is being prepared. As parents you can provide a perspective on your child that is different to ours. With that in mind we have created this form to gather information so that we may be as informed as possible when creating goals for your child's plan.

Thank you for your time.

Your Name: _____

Your Email: _____


What are your child's strengths?

Please describe any areas in which you feel your child needs more support?

Has your child received or is your child receiving help outside of school?

Do you have any other concerns or information that you would like to share with us?

Appendix D – End-of-Year Report – Support Teaching

Student's name	
Year	
Class	
Learning targets	
Nature of support teaching	
What progress has been evident regarding the learning targets over the course of this academic year?	
Which learning targets remain unmet or which new learning targets have emerged?	
Recommended future actions?	
Signature of support teacher(s)	
Signature of class teacher(s)	
Signature of principal	

Recommendation for next academic year (tick as appropriate)			
<input type="checkbox"/>	Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support	<input type="checkbox"/>	Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus
<input type="checkbox"/>	Continue at Current Level of Support	<input type="checkbox"/>	Request consultation with other professionals

Appendix E – Key Tasks and Dates

Task	Who is responsible?	When?
Establish a general support teaching timetable by class and begin in-class support teaching	Principal in consultation with support teachers	The first week of the academic year
Complete the full support timetables and begin following them	Support teachers in consultation with class teachers	During the second week of the academic year
Inform parents of children at the School Support and School Support Plus levels that their child will be receiving support teaching and request parental permission via Aladdin	Support teachers	During the second week of the academic year
Send Google Forms to parents of children at the School Support and School Support Plus level	Support teachers	Early September
Have consultation meetings with parents of children at the School Support Plus level	Support teachers in consultation with class teachers, ISAs (if appropriate) and parents	Mid-September
Class teachers open support files for children identified at the Class Support level	Class teachers	By 30 th September
Support teachers, in consultation with class teachers, write support plans for those at the School Support and School Support Plus levels and send them to parents for review	Support teachers, in consultation with class teachers	By 30 th September
All support plans for children at the School Support and School Support Plus levels are signed by all stakeholders	Parents, teachers, principal	By mid-October
Support plans for children at the Class Support level are reviewed by class teachers on a termly basis	Class teachers	The end of each term (December, April, June)
Support plans for children at the School Support level are reviewed	Support and class teachers	February
All stakeholders meet with parents to review the support plans for children at the School Support Plus level	Support teachers, in consultation with class teachers, parents, ISAs and outside professionals, as appropriate	February
Support plan reviews are sent home to parents for their signatures	Support teachers	By the end of February
End-of-year progress reports are written for children at the School Support and School Support Plus levels and are sent to parents	Support teachers, in consultation with class teachers and the principal	June following the same deadlines in place for end-of-year reports written by class teachers