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## **Special Educational Needs (SEN) Policy**

### **Introduction**

This policy was discussed and reviewed by the whole school staff at GETNS during our planning hours in April (2012), followed up by the SEN team and post-holder and ratified by the Board in September 2012. It is the policy of this school to regard and include each child as an equally valued member of the school community.

### **Rationale**

This review was carried out in order to:

- cater for the enrolment of pupils with special education needs in a mainstream setting;
- discuss and review inclusive practices in the school;
- streamline the provision of Special Education Needs (SEN) support in the school; and
- monitor and cater for the needs of all children on the SEN register, e.g. those who traditionally attend Learning support and exceptionally able children.

Additionally we aim to fulfil our obligations under the following Acts:

- Education Act (1998)
- Education Welfare Act (2000)
- The Equal Status Act (2000)
- Disability Act (2005)
- Education for Persons with Special Education Needs (EPSEN) Act (2004)

## Situation

GETNS is a co-educational, Educate Together, primary school catering for children from mixed social and cultural backgrounds. The purpose of this policy is to provide practical guidance for teachers and parents and other interested parties on the provision of effective learning support to pupils; experiencing low achievement and/or learning difficulties or who are deemed as high achievers.

GETNS is a mainstream school with a special unit for children on the autism spectrum, called the Assisted Learning Class (ALC). Currently the ALC has six pupils in attendance, one teacher and two SNAs are allocated to the ALC. Where feasible, a child from the ALC is integrated into the mainstream.

There are three teachers working with children with SEN in the school. For 2012-13 we have two learning support posts shared with two other schools (St. Canice's and Dublin 7), and one resource post shared with one other school (Holy Child Larkhill). One position is job-shared for 2012-2013. To provide as much continuity as possible for the children with SEN, resource and learning support work is shared between the SEN team.

A recent Ethos Self-evaluation Report indicated that across all sectors of the school community (staff, pupils, parents and Board) we believe that we actively and successfully cater for children with SEN. Comments by parents included 'care for children with special needs is outstanding' and staff indicated that 'pupils show great awareness and support for peers with special needs'.

The staff at Glasnevin Educate Together works as a team in all teaching and learning environments in the school. The whole staff has discussed **inclusion** and what it means in the context of our school. Our belief is that each child's needs, whether educational, emotional, social, physical or behavioural will be addressed and suitable programmes put in place.

## Aims

This policy will help us to:

- enable pupils of all abilities to avail of and benefit from an appropriate education;
- outline our whole school approach to teaching/learning in relation to pupils with special needs, e.g. see 'Inclusive practices';
- set out procedures for the enrolment of children with SEN in the ALC;
- outline procedures and practices to be followed in relation to supporting the learning of pupils with special needs; and
- establish communication structures for the involvement of all the partners (parents, class teachers, SEN team and SNA) in the education of pupils with special needs.

## **1.0 Enrolment of children with identified special educational needs**

In keeping with the EPSEN Act 2004, section 2, a SEN child will be in an inclusive environment with children who do not have SEN where this is in the best interests of all of the children involved.

Prior to a child's enrolment, relevant staff in the school will familiarise themselves with the child's particular needs as required, by:

- meeting with parents/principal/class teacher/special needs staff;
- obtaining copies of reports, assessments, etc. from parents;
- contacting SENO, NEPS psychologist or other therapist or agency.

In determining whether the pupil should receive support at the level of Stage 1, 2 or 3, the above (meetings, reports, standardised tests, etc.) as well as further testing by class teacher and/SEN teachers will inform decision (See 2.0 below).

To ensure a smooth transition to school for both the pupil and the school the following steps will be taken as appropriate:

Parental visit/s to the school, pupil visits to school, staff visits to special schools/special units. At school employees and pupils will be made aware of the need for inclusion (EPSEN Act), and involved in a 'buddy' system. Liaison with SENO to arrange additional resources may be necessary.

Where health and safety issues may arise in relation to mobility, care or other needs, these will be identified and strategies developed to address them.

## **2.0 Provision for children with emerging special educational needs (The Staged Approach)**

Preventative strategies

- Early intervention: Children in Junior infants and Senior infants are supported in class as per Stage 1 of the Staged Approach. For example, a child with poor attention/listening skills or presenting misbehaviours will be positively reinforced through an individual behaviour chart/book. This aims to monitor behaviour and motivate positive learning. The class teacher and often the parents participate in this programme.
- The Learning support teacher provides support for less able children in Senior infants. This may be in class or in small groups outside the classroom environment depending on the children's needs and the physical facilities (space!). In class

support by an SEN teacher may involve group work or team teaching the whole class with additional support given to specific groups.

- Following the MIST assessment in term two of senior Infants, the children who obtain the lowest scores are supported both by parents and the learning support teacher by the Forward Together programme.
- Social group work and peer work: the SEN team carry out social group activities including children who may not yet be officially at stage 1 of the SEN register. Peer work (e.g. paired reading and writing, out-of-school-trips, workshops- older children demonstrate/work with younger peers on particular issues, such as bullying)
- Team teaching: Where it meets the needs of the child/children with SEN, an SEN teacher may team teach with a class teacher. This may occur at any class group from Junior infants to Sixth class. All of the children work toward the same objectives with less able children receiving additional support (resources/visuals/concrete materials/increased teacher input) and more able children receiving additional challenges e.g. problem solving activities which extend learning objectives.

There are three stages of support provided, and parents of SEN children will be consulted at every stage along the way. **Please see Appendix 1 for details.**

**Stage 1:** Procedures for the early identification, screening and addressing of the SEN of certain children.

Members of the SEN team will meet with the parent/s of the child they are concerned about. In some cases the parent may approach staff, initiating concern about a child. Concerns are discussed, background and possible factors may be shared, and possible strategies or solutions suggested, that may apply to both home and school.

**See Appendix 2** for classroom support planning template. This may be used by class teachers to plan for children on Stage 1 of the SEN register.

Concerns are documented within the Stage 1 register of children with SEN, headings include: date, concern, action. This is reviewed bi-annually by the SEN team.

The SEN team can support the class teacher by providing additional in-class resources, such as, Wordshark and other IT programmes, scrabble and other games, additional reading material etc. In some cases children at Stage 1 are included in groups/activities with children in Stage 2 or 3, e.g. social skills groups. A SEN teacher may team teach or teach the SALT programme with a whole class to reinforce positive behaviour.

Additional supports for gifted children may be provided for class teachers by the SEN team, including standard texts for more senior classes and reference to websites such

as [www.nagc.org](http://www.nagc.org). Tips for learning and teaching exceptionally able pupils as per chapter 5 in SIGNPOSTS are available for teachers as required. Additional resources which are available include books from The National Numeracy Strategy and 3 High Interest Activities in Vocabulary (science, etc.), in Language (grammar, etc.) and Trivia, etc. See Inventory, Appendix 6, for further details.

The Forward Together programme is delivered in school and, where possible, continued at home with children who obtain low scores in the Middle Infant Screening Test.

The principal, class teacher and SEN team primarily decide if a child from Stage 1 should be moved onto Stage 2, guided by test results and teacher observation.

If concerns seem to warrant the provision of support at Stage 3, the child's parents are consulted and the child may be referred to NEPS psychologist.

### **Stage 2: Referral to Special Educational Support Teacher**

The SEN team, in consultation with the principal, use standardised test results to determine who needs supplementary teaching. Class teacher recommendations and parents' concerns are also considered. It may be necessary for the Special Educational Support Teacher to carry out further diagnostic testing. See Appendix 5 for list of tests used by the whole school and SEN team.

The four children who score the lowest in the MIST, taken at the end of Senior Infants, receive Learning Support in First Class.

A standard letter is sent to parents at the beginning of the school year to inform them that we will be offering to send their child to Learning Support. In some cases the Special Educational Support Teacher will meet/speak with the parents. In the event of a parent refusing to consent to further testing or service, their choice is respected, and the letter signed by parents refusing Learning Support is stored. The child's name remains on the register of children with SEN. The register of children with SEN is reviewed termly by the SEN team, and in the event of any changes occurring in the following term, parents are informed. All children on the register are monitored on an ongoing basis.

Children with similar needs are grouped together. **Group sizes will be kept to a maximum of four** to enable effective support. Learning plans may be prepared for the group, rather than individual plans. **See Appendix 3**. The plan covers one month at a time. Teachers within the SEN team evaluate the children's progress on an ongoing basis. However, the SEN team meets to discuss results from standardised tests early September and June. If assessment results indicate that a child has improved and is performing above the 12<sup>th</sup> percentile they may have supplementary teaching reduced or

discontinued. In this case the child will be recorded in Stage 1 of the SEN register where they will continue to be monitored and supported in the classroom.

If a child is considered more eligible for Stage 3 his or her name will be forwarded to NEPS psychologist.

### **Stage 3: Consultation or referral for assessment to outside specialist**

When requesting an assessment by an outside agent or the NEPS psychologist, parental consent is necessary first. The principal and possibly members of SEN team and/Class teacher meet with the parents, discuss the child's needs and request consent.

The principal and SEN team including the ALC teacher, meet with the NEPS psychologist at the beginning of the school year to discuss all of the children with SEN and prioritise one or two children for assessment. Where there is concern about a child, it is suggested to parents that sight, hearing, speech and language testing be undertaken to clarify the issues. Priority is given to the child perceived as having the highest degree of need, and to the early years. Children in the 6<sup>th</sup> class may have their diagnoses reviewed by the NEPS psychologist in order to retain resources or support in secondary school. The principal (in consultation with the SEN team) is responsible for making referrals and liaison with specialist. Documentation needed such as previous psychological assessments, teacher assessments, IEPs etc. are collected by the SEN teacher working with the child concerned.

Assessments usually take place in the Learning Hub, which although insufficient is the most appropriate and private space available.

If a psychologist assesses the child as having SEN, an application for resource hours is made to the SENO.

### **3. Drafting and implementing an Individual Education Plan (for pupils at Stage 3)**

The purpose of the IEP is to formulate a child-centered plan of action for the educational, social, emotional and physical needs for the individual child who is receiving school support.

The Individual learning plan will be in accordance with the criteria as advised in the Learning Support Guidelines (2000). The plan will address a pupil's full range of needs and will include the following considerations:

### 1. Class Teacher Input

An IEP should be devised between the class teacher and Learning Support and Resource Teacher. Teachers' observations are paramount to this process and are taken into careful consideration in the learning plan. Once the plan is in place, it will be monitored by teacher observations, the keeping of planning and progress records and through the pupils own feedback. A review will take place at the end of the instructional terms. Teacher may meet parents, psychologists, SNAs to discuss the child's progress throughout the school year. The class teacher has the responsibility of ensuring the pupils learning needs are met. This is achieved through collaboration with SEN team, through in-class support as well as out of class support.

### 2. Assessment Results

Drumcondra Standardised Testing is used in the school for all children in classes from first to sixth inclusive. This is with a view to providing Assessment for Learning and not Assessment of Learning. The results are made available to parents in Sten (a combination of standardised and percentile ranking scores) scores form, and children who fall under the tenth percentile rank are then recommended for Learning Support. Children who receive school support (Resource) may avail of other assessments after recommendations of psychologists. In relation to the IEP, the child's progress is monitored and recorded in an effort to assess the child's progress on learning targets.

### 3. Reports

A brief summary of the outcome of reports by outside agents is included, e.g. psychological, speech and language, Occupational Therapy or other reports.

### 4. Strengths

The child's strengths and interests are identified and noted, drawing from teacher, parent, SNA, specialists' observation and targets set to build on these.

### 5. Priority Learning Needs

Based on psychological report, parental input, teacher input and pupil input, key learning needs are recorded. When a psychological report indicates that a pupil would benefit from an Exemption from Irish, the parents may apply to the Principal for such an exemption. The exemption will be granted by the Principal, in accordance with the guidelines in the Department of Education & Skills Circular 12/96.

### 6. Learning Activities

and strategies which can address the learning needs are noted and carried out to help the child achieve specific targets.

## 7. Home Support

is paramount to ensure success – for example, use of home/school records.

**See Appendix 4** for our IEP template.

The post-holder coordinates the IEP meeting in which, parents, principal, class teacher, SNA, post-holder and/or other SEN teacher, outside agent and sometimes pupil participate in the preparation of an IEP. The IEP template headings guide the meeting, when pupils are involved they contribute to the planning of targets and strategies towards the end of the meeting. Following the meeting, the IEP is written up by the post-holder or other SEN teacher, (ALC, learning support, resource). The class teacher, parents, principal and relevant SEN teacher receive a copy of the IEP. Progress is reviewed informally on an on-going basis with resetting of targets as appropriate, and bi-annually reviewed in consultation with relevant members of staff and parents.

The principal and SEN teachers are responsible for ongoing consultations with psychologist, SENO and other agents.

At the start of a new school year the SEN teachers will share previous IEPs with class teachers when reviewing and devising a new plan for the child with SEN.

## **4. Inclusive Practice**

- All children get the chance to participate in all curricular areas, differentiating by task, questioning, outcome, extension.
- Inclusion of children from the class for children with ASD, which is called the Assisted Learning Class (ALC), into age-appropriate mainstream classes. This occurs where possible and where mutually beneficial. Some children remain in the ALC throughout their primary education. Such inclusion is a graduated process beginning with inclusion for lunch breaks and then arts subjects and academic subjects, increasing time spent as appropriate. This process requires regular consultation between the ALC teacher and Class teacher. They will meet at least once a term for planning, monitoring and feedback purposes, as per yearly timetable below. Meeting between ALC teacher and class teacher prior to inclusion within the class to best support the child's progression and inclusion.
- All children take part in whole school activities as suits their needs.
- Where the curriculum is adapted to suit individual needs this is not highlighted and all children are still challenged and given the opportunity to experience perseverance, progression and success.
- Children sit in mixed ability groups.



- **Buddy System:** a buddy system will be operated according to the needs arising. Children from the ALC and resource children will have a buddy from the mainstream, where it is mutually beneficial for both children. Shared activities may include: reading, indoor and outdoor games, trips to the library or swimming pool, incidental play at break times. We hope to encourage a welcoming and tolerant attitude towards difference within the school community.
- We recognise that the Social Personal and Health Education programme supports inclusive practice, raising awareness and understanding around areas such as, friendship, assertiveness and bullying.
- Whole Class drama lessons and Circle Time are used to develop social skills and encourage integration and inclusion of resource pupils in the mainstream classes.
- The Health and Safety Policy, is applicable to all school staff and pupils. Should the question of the administration of Medication arise refer to this policy
- **Yard breaks:** All pupils are entitled to their breaks and playtimes. Special Needs pupils are supported and monitored in the following ways:
- The SNAs and the Teacher on duty on the yard supervise diligently, dealing with, recording and reporting any incidents that occur. PECs-type picture cards and other visual prompts are used by SNAs to manage particular behaviours.
- Special arrangements support the children from the ALC: a separate area of the yard, known as 'The Club', provides a more structured and supervised space for the children to play. Depending on the individual needs of the children who regularly use the club, small groups of the children from the mainstream are encouraged to play collaboratively with children with SEN, in the club.
- A Friend Stop in the yard facilitates children who cannot find someone to play with.
- 'Random Acts of Kindness' certificates are awarded to children who are observed helping others in need.

## **5. Deployment of Staff**

To ensure the most effective deployment of staff in meeting the overall SEN requirements of the school we take into account the experience and expertise of teachers, part-time teachers, newly qualified teachers and SNAs. For example, an SEN team member may support children from both Stage 2 as well as those at stage 3 and may share working with a child so as: to use expertise from training in SEN or ASD, to ensure continuity for the children in the case of a job-share, to ensure support for newly qualified teachers.

## **Roles Defined**

### **Special Needs Assistant**

- The primary focus of the SNA's work is to attend to the care needs of the pupil to whom he/she has been assigned. SNAs can support the pupil by developing background knowledge of the specific needs of the pupil, fostering independent learning skills, assisting positive social integration and providing positive feedback.
- The SNA contributes greatly to the development of IEPs, sharing information about the child's progress and social behaviour and helping to set targets, and to monitor and evaluate programmes, e.g. behaviour programmes.
- The SNA will support the teacher by providing regular feedback about the child, participating in teacher-led activities, assisting with labour-intensive classroom duties and assisting with division of class and distribution of worksheets. The SNA provides care to each child with special needs, under the direction of the teacher.
- The SNA will support the school by engaging in yard supervision, in-service training, day-to-day duties assigned by the principal, working as part of a team and supporting the teacher in his/her role.
- All duties of the SNA are carried out within the context of the school ethos, and with respect for the confidentiality of the child.

### **Class Teacher**

The Class teacher has primary responsibility for the progress of all pupils in his/her class, including those selected for supplementary teaching.

The class teacher:

- initiates the classroom support stage by identifying and assessing a potential pupil for special educational resource.
- is involved in implementation of a classroom support plan drawn up by the Class teacher (see Special Education Circular SP ED 02/05 and sheet Staged Approach-appendix 3).
- acquires knowledge of the educational difficulties of their pupils in collaboration with the support teacher to enable them to integrate and differentiate the curriculum for those with special ed. needs.
- establishes a support network between the class, and Resource teachers and SNAs in implementing the programmes.
- will be involved in the drawing up and implementation of the IEP.

## **Special Needs Post Holder**

The role of the Special Needs Holder is to:

- liaise with, advise and support colleagues in order to facilitate planning for Special Needs pupils.
- liaise with and advise SNAs with regard to supporting the pupils.
- liaise with and support parents.
- oversee and store the records, assessments, tests and IEPs of all children with Special Needs.
- liaise with external agencies concerned with the pupils sometimes.
- monitor and evaluate SEN provision regularly.
- contribute to in-service training of staff, such as updating staff on new terminology, eg. 'continuum of support'. To provide support and a mentoring system to new Special Needs teachers.
- facilitate regular meetings of the Special Education Team within school.
- devise and monitor behavioural programmes where necessary, in conjunction with other assigned post holders and the principal.

## **Resource Teacher**

The Resource Teacher provides individual support to pupils with low-incidence disabilities who have been assessed by NEPS or other psychologist. The resource teacher works with children who are at Stage 3 on the register of children with SEN. The resource teacher:

- employs special strategies to develop sensory and perceptual-motor skills, language, cognition and memory.
- conducts activities allowing time for instruction, demonstration and work time, providing pupil with opportunity to observe, question and investigate.
- modifies the curriculum for students using a variety of techniques and technologies, e.g. magnifier in the case of a visually impaired child.
- teaches socially acceptable behaviour and establishes rules for behaviour for example, using behaviour modification and positive reinforcement programmes.
- meets with parents/guardians, principal and sometimes other agents (psychologist, specialist teacher etc.) to discuss child's needs and establish an IEP.

- liaises on an on-going basis with class teacher and home to maintain communication and promote consistency and progress.
- maintains accurate student records and prepares reports on children as required, for example, by psychologist or transition school.

## **Learning Support Teacher**

The Learning Support Teacher's role involves:

- assisting with the implementation of a broad range of whole school strategies designed to enhance early learning and to prevent learning difficulties.
- development, where appropriate, of individual profiles and learning programmes for pupils who are selected for supplementary teaching in consultation with the class teacher and parents/guardians.
- maintaining planning for each group of pupils in receipt of learning support.
- delivering intensive early intervention programmes to pupils in Junior Classes, for example Forward Together.
- conducting regular meetings with parents to discuss pupils' progress.
- providing teaching in English and/or Mathematics to pupils who experience low achievement.
- contributing to the development of policy at the whole-school level.
- liaising with class teachers on individual pupils' needs and progress.
- maintaining a list of pupils who are receiving supplementary teaching and special educational needs.
- conducting diagnostic assessment.
- maintaining and reviewing pupil records including scores from standardised assessments.
- liaising with the school principal, teachers and parents in referring children for further assessments.

## 6. Collaboration and Communication

We have devised the following timetable to facilitate collaboration between all those involved in a child's education. SEN team supervise classes to accommodate meetings.

### Overview for the year

- Sept:        Devising timetables and cluster meetings  
              SEN team and principal meet with NEPS psychologist  
              SEN team members meet with class teachers  
              ALC teacher liaises with class teachers re. inclusion plan  
              Diagnostic testing, e.g. Diaphon, DOLCH by SEN team
- Sept-Nov: IEPs devised (parents, staff, etc.); liaison with outside agents
- Jan:         ALC teacher and class teachers review inclusion plan
- Feb-March: Parent-Teacher Meetings. Class teachers and SEN team carry out: MIST assessment for Senior Infants.; Non Readers Intelligence Tests with 2<sup>nd</sup> and 5<sup>th</sup> Classes
- April:        ALC teacher and class teachers review inclusion plan
- May:         Standardised testing (1<sup>st</sup> to 6<sup>th</sup> classes inclusive); diagnostic testing by SEN team
- June:        Liaison between class teachers and SEN team; IEP reviews
- Monthly:    SEN team meeting with principal

## 7. Resources

### Inventory (See Appendix 5)

The SEN team is responsible for sourcing and acquiring resources. The post-holder is responsible for maintaining an inventory of the resources, which are stored in the main resource room, shared by three teachers. The ALC teacher is responsible for ALC resources, stored in the classroom. All SEN teachers have access to the resources and in some cases they are available for class use. Where schools share staff, it is the responsibility of individual teachers to ensure that when using resources in different schools they are stored in the school that they belong to.

## **8. Transfer to post-primary**

To assist a smooth transition for pupils with special needs to post primary, the school liaises with the SENO who ensures that the children will continue to get resources, SNA, assistive technology, etc.

The SEN team runs a transition programme with 6<sup>th</sup> Class, working in small groups alongside the children with SEN. This runs from January to June and includes use of resources such as, 'Emotional Intelligence' (Adele Clark & Jacqui Blades) and 'Moving On Up' boardgame.

The principal forwards relevant information e.g., psychological assessments, IEP's and teacher assessments to the post-primary schools at the end of the school year. End of school reports including standardised test results for all pupils in 6<sup>th</sup> classes are also forwarded.

## **9. Record Keeping**

A file for each child with SEN containing, as appropriate; psychological reports, reports by other agents (S&L etc.), IEP and reviews, diagnostic tests and work samples are stored in a locked filing cabinet in the resource room and in the ALC room for the children on the Autism spectrum. The SEN teacher working with a child is responsible for updating the child's file and the class teacher will contribute to this. A register of children with SEN is maintained and stored by the post-holder. School reports and Drumcondra test results for all children are also stored. While records are secure to ensure confidentiality, they can be made available to relevant parties, Class teacher, SENO, psychologist, inspector, parents, on a need to know basis, via a member of the SEN team. In the case of personnel shared among a cluster of schools the individual SEN teacher is responsible for records of a child in their care and they will store these in their base school.

Records for each child are retained in the school for 21 years after the child leaves the school.

## **10. Other Related Policies**

Enrolment policy.

Policy on the integration and inclusion of special needs children into mainstream classes.

GETNS policy in relation to employment of SNAs.

Positive Behaviour policy and Anti-Bullying policy for more information on the area of behavioural and emotional difficulties.

All curricular policies for reference to differentiation of content and methodologies in curriculum.

### **Success Criteria**

A number of children from the ALC have successfully been integrated into the mainstream with thanks to the great work and collaboration between staff.

At the end of the last school year (2011-12) a number of children's progress enabled them to graduate from Stage 2 to Stage 1.

Questionnaires completed by parents, staff children and the BOM, in a recent Ethos Evaluation indicated considerable success around the care and provisions for children with SEN.

### **Roles and Responsibilities**

See Section 5.0

### **Implementation Date**

This policy will apply once ratified by the BOM.

## **Review**

This policy will be reviewed in 2015/2016.

## **Ratification and Communication**

The BOM ratified this policy. It was circulated to all members of staff.



## Appendix 1

### A staged approach to meeting the needs of pupils with SEN

Observation	Process	Personnel involved
<b>Stage 1</b> Class teacher/parent has concerns about a pupil's academic, physical, social, behavioural or emotional development	Class teacher administers appropriate screening measures. Class teacher devises a plan, which aims to meet pupil's identified needs within the normal classroom setting. The success of this plan is regularly reviewed in consultation with parents.	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Parent</li> </ul> <b>Additional supports available</b> <ul style="list-style-type: none"> <li>• Home school liaison</li> <li>• SEN Teacher</li> <li>• NEPS psychologist</li> </ul>

If significant concerns remain after a number of reviews, the Special Education Support Team in the School may be consulted about the desirability of a move to Stage 2

<b>Stage 2</b> Child is referred to learning support teacher, with parental permission for further diagnostic testing.	If diagnostic testing indicates that supplementary teaching would be beneficial, this is arranged. Class teacher and learning support teacher collaborate in devising implementing and reviewing the pupil's learning plan.	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Parent</li> <li>• Learning support teacher</li> </ul> <b>Additional supports available</b> <ul style="list-style-type: none"> <li>• Home school liaison</li> <li>• SEN Teachers</li> <li>• NEPS psychologist</li> <li>• Other support staff and services available to school</li> </ul>
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If significant concerns remain after a number of reviews, it may be necessary to implement Stage 3

<p><b>Stage 3</b></p> <p>School formally requests consultation, and where appropriate, an assessment of need from a specialist outside the school.</p>	<p>An IEP is devised in consultation with parents, identifying resources used and regularly reviewed, referring to specialists as required. Private practitioners should have relevant DES circulars and guidance notes drawn to their attention.</p>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Parent</li> <li>• Learning support teacher</li> <li>• Resource teacher</li> <li>• Relevant specialist</li> </ul> <p><b>Additional supports available</b></p> <ul style="list-style-type: none"> <li>• NEPS psychologist</li> <li>• Scheme for commissioning Psychological assessments</li> <li>• Speech and Language therapist</li> <li>• Occupational therapist</li> <li>• Psychiatrist</li> <li>• Audiologist</li> <li>• Paediatrician</li> </ul>
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## Appendix 2

### Plan for children at Stage 1 of register of children with SEN

#### Classroom Support Plan

Name \_\_\_\_\_ | DOB \_\_\_\_\_ | Class \_\_\_\_\_ |  
Date \_\_\_\_\_

Our concerns are:	Review- Date & Comments
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We think it may be happening because	
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Some strategies we will adapt are:	
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We will know things have improved when:	
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We will review (date, time and convenor):	
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Signed:

Teacher \_\_\_\_\_ Parents \_\_\_\_\_

First review date:	Attending
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Second review date:	Attending
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### Appendix 3: Sample plan for children with SEN at Stage 2

Month		Names	Assessment
Group			
Teacher			
Topics			

**Areas of concern:**

**Objectives:**

**Strategies:**

**Resources**

**Progress**

**Review Date & Comments**

## Appendix 4: Sample IEP plan for children with SEN at Stage 3



IEP Child's name

<b>Name:</b>	<b>Date of meeting:</b>
<b>DOB:</b>	<b>Review date:</b>
<b>Contact Details:</b>	<b>Present at IEP meeting:</b>

### Summary of educational needs

<b>Strengths</b>	<b>Learning Needs</b>
<b>Priority Learning Needs</b>	

Target/behaviour	Strategies/resource	Criteria/evidence

## **Appendix 5: List of Assessments**

- **Drumcondra Reading**
- **Drumcondra Maths**
- **NRIT**
- **MIST**
- **Basic Number Diagnostic Test**
- **Schonell Spelling Test**
- **Schonell Reading Test**
- **NARA Neale Analysis**

**We also have the following screening tests:**

- **Otis Lennon Mental Ability Test**
- **Drumcondra Primary Spelling Test**
- **SOLOM student oral language Observation Matrix**
- **WRAT**
- **Quest - Maths and English screening 6-8 yr olds**
- **Diaphon 1 and 2**
- **RAIN**

## Appendix 6: Inventory of Resources

Title	Author/Publisher
<b>Maths Resources</b>	
Support for Basic Maths 10	Louise Fidge
Tangram Blocks Activity Book	
Problem Solving	HB Education (Outside the Box)
Telling the Time	
Maths Magic	
Subtraction 10 K1	PrimEd
Dictionary for Primary Mathematics	
Base 10 Groups 3-6	Learning Resources
Maths Made Easy w/book 6	Kathleen Paterson
Title	Author/Publisher
<b>English Resources</b>	
Jolly Phonics Handbook	
Jolly Phonics Grammar Handbook 1 and 2	
Handwriting Without Tears 3	
Sounds, Patterns and Words Workbook	Collins
Reasons for Writing 4	
What's it About 2	Easylearn
On the Write Track	Easylearn
Order, Order	Easylearn
Phonics Book 1	Easylearn
Reading Roundabout	Easylearn
Big Phonics 2	Easylearn
Grammar Basic Skills 6	
Improving Children's Spelling	Brendan Culligan
Revised Spelling and Tables	Folens
Spelling, Suffixes, Prefixes and Plurals	Kathleen Pateson



Speed Up! A Kinaesthetic Programme to Develop Fluid Handwriting	Lois Addy
Sequencing (Language Arts Grade 2 & 3)	
Up and Away English Language Support	NDP
New Reading and Thinking 2,3,4	Learning Materials Ltd
Comprehension Years 1,2,3	Scholastic
Finish the Story book 2	Kate Fitzsimon
Reading Comprehension Box Set 2,3,4	
Read Write Now 5 (Basic Life Skills)	N.A.L.A
Developing Skills 3	Nelson Spelling
New Cloze 1	Barbara Mitchelhill
Primary School Assessment Kit	ESL resource - everyday language
Thinking Skills Grade 2	Steck-Vaughan
Sequencing Basic Skills grade 4	Claire Norman
<b>Title</b>	<b>Author/Publisher</b>
<b>Social &amp; Emotional Resources</b>	
Beginners Communication Game	Jill Madfred
Understanding Emotion	L.D.A
Practical Ideas for Emotional Intelligence	Speedmark
Talkabout Activities-Developing Social Communication Skills	Speedmark
Just being Me - Skills, Values, Attitudes	Outside the Box
Just being Me - Safety Strategies	Outside the Box
Time to Talk	L.D.A.
How to inspire and develop Positive Values in your classroom	L.D.A
<b>Title</b>	<b>Author/Publisher</b>
<b>Dyslexia, Motor Skills</b>	
Gross Motor Fun	Michael C. Abraham, C.A.P.G
Fine Motoring	Easy Learn
Alpha to Omega	Hornsby, Sheen & Pool

100 Ideas for Supporting Pupils with Dyslexia	
Handwriting Without Tears	
Theraputty, threading, weaving, bubble wrap, play dough etc.	
<b>Title</b>	<b>Author/Publisher</b>
<b>Down Syndrome</b>	
Classroom Language Skills for Children with Down Syndrome	Libby Cumin
Teaching Reading to Children with Down Syndrome	Olwein
<b>Able /Talented Children</b>	<b>Author/Publisher</b>
Challenging Resources for Able and Talented Children	Barry Teare
Mathematical Challenges for able pupils in Key Stage 1 and 2	The National Numeracy Strategy
High Interest Activities in Vocabulary (broad, science etc.), in Language (grammar etc.) and Trivia, etc.	3 x ring-binder of worksheets

NB. Are also a number of concrete maths resources including, numicon, clocks, 2D and 3D shapes. See Maths inventory.

NB. Are also games for development of literacy skills such as, CVC Spelling Board Games, Spelling level 2 Board Games, Word Building Prefixes and Suffixes, Animals on the Loose (beginning phonics game for English Language Learners), trugs (teach reading using games BOX 1, Match & Spell puzzle, Letter/word match, Picture Sentence Matching, Picture Caption Matching, Picture Sentence Matching, Nonsense sentence building puzzle, Action Bingo.

NB. Are also a number of games for development of Social and emotional skills including, Socially Speaking Boardgame, Moving on UP (transition), Fired up or Calming down, Social Skills Games (bingo, ask and answer questions), What would you do? (situation cards), Let's Talk Assertiveness (excellent for older kids- communication and confidence building), listening Skills (outdoor sounds- CD and picture cards).

NB. Are also motor development activities such as, Kinex

NB. Are also a number of games such as, scrabble, monopoly, Pictionary, bingo etc.

2 x books The National Numeracy Strategy -Mathematical Challenges for able pupils in Key Stage 1 and 2 and 3 x ring binders of High Interest Activities in Vocabulary (broad, science etc.), in Language (grammar etc.) and Trivia etc.