Glasnevin ETNS
Griffith Avenue
Glasnevin
D11 A2YT
Ph: 01-8572086
scoilgetns@gmail.com
www.get.ie
Roll No: 20168D

Policy on Additional Educational Needs (AEN) / Inclusion

This policy on AEN in GETNS was originally formulated in 2012 and updated in 2022 taking cognisance of new guidelines since the development of the original policy and changes to AEN in our school.

This Policy was reviewed and further developed by the staff of GETNS in April and May of the 2021/2022 school year.

The Policy was discussed, accepted, and ratified by the Board of Management of the school on 15th June 2022.

The following acronyms are used in this policy:

AEN: Additional Educational Needs **AET**: Additional Education Teacher **AET Team:** Additional Education Team (teachers) **SENO:** Special Educational Needs Organizer **NCSE:** National Council Special Education **DES:** Department of Education and Skills **NEPS:** National Educational Psychological Service	**ANA:** Additional Needs Assistant **ASD**: Autistic Spectrum Disorder **SSF:** Student Support File **SSP:** Student Support Plan (learning plan) **PPP:** Personal Pupil Plan (care needs plan) **ALC:** Assisted Learning Class **PECS:** Picture Exchange Communication System

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1. Introduction/ Rationale

This Policy on Additional Educational Needs (AEN) / Inclusion is a statement in relation to the provision for Additional Educational Needs in our school. The purpose of this policy is to provide practical guidance for teachers and parents/guardians and the school community on the provision of effective support to pupils experiencing learning difficulties within the mainstream setting.

The policy was prepared in line with the Guidelines for Primary School Supporting Pupils with Special Educational Needs (DES 2017), Special Educational Needs: A continuum of Support: Guidelines for Teachers & Resources Pack for Teachers, Circulars no. 0013/2017 and 02/05, the Learning Support Guidelines (DES 2000) and to fulfil our obligations under the Education Act 1998, Education Welfare Act (2000) , The Equality Status Act (2000), the Education for Persons with Special Educational Needs Act 2004, Disability Act (2005).

2. Aims

This Policy will help us to:

- Support the inclusion of all pupils and facilitate pupils to participate in and benefit from the full curriculum.
- Ensure that the Staged Approach / Continuum of Support is implemented.
- Ensure that those with the highest level of need have access to the greatest level of support.

'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. In addition to literacy and numeracy difficulties, many pupils will have specific needs in such areas as oral language, social interaction, behaviour, emotional development and application to learning.'

(2017 Guidelines:P.19)

- Support positive self-esteem, social and emotional function and positive attitudes about school and learning in pupils.
- Promote collaboration among teachers in the implementation of whole-school policies for pupils with additional educational needs.
- Develop early intervention programmes designed to enhance learning and to prevent / reduce difficulties in learning.
- Involve parents in supporting their children's learning.
- Enable pupils to monitor their own learning and become independent learners

3. The Continuum of Support and the Selection of Pupils for Support Teaching.

3.1 Selection of pupils for Support Teaching

In the allocation of places for support teaching we are guided by the 2017 Guidelines that state ' *pupils with the greatest level of need have access to the greatest level of support'*

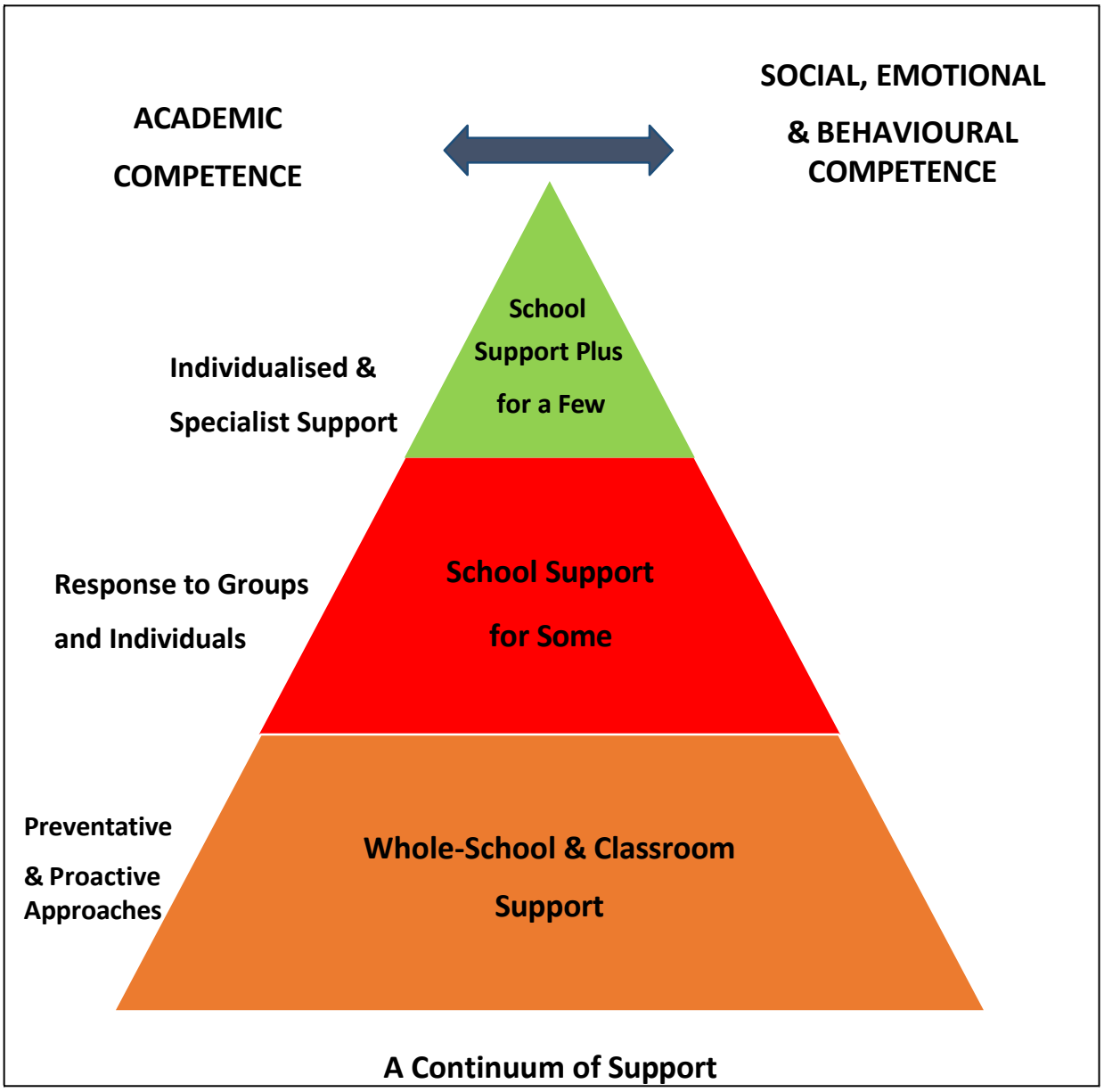
In identifying pupils for support, GETNS will consider the following:

- Pupils with significant Additional Educational Needs including pupils with significant learning, behavioural, emotional, physical, and sensory needs. This will be evidenced through school-based assessment of attainment, behavioural, social and emotional functioning and ongoing monitoring of learning outcomes. GETNS also considers needs set out in professional reports, where available.
- Pupils with mild or transient educational needs including those associated with speech and language difficulties, social, emotional or behaviour difficulties, coordination difficulties and attention control difficulties.
- Pupils with Specific Learning Difficulties including ASD, dyslexia, dyspraxia, attention deficit- hyperactivity disorder, dyscalculia and dysgraphia.
- Pupils performing below the 10th percentile on standardised tests will be prioritised for support in literacy and numeracy
- Pupils presenting with difficulties in literacy and/or numeracy e.g. difficulties that present a barrier to learning and full access to the curriculum.
- Pupils who have additional literacy or language learning needs including those pupils who need English Additional language Support.
- Gifted Pupils (those scoring above the 95th%ile in both English and Mathematics on Standardised Assessments and / or have been diagnosed by a NEPS Educational Psychologist as having a "superior IQ"). Interventions will be made in the first instance by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support.
- Due consideration will be given to the overall needs of the school and all its pupils.

3.2 Levels of Support:

Support may be provided to pupils at **Classroom Support / School Support / School Support Plus** level of the NEPS' Continuum of Support Process (DES, 2010).

The 2017 Guidelines (p. 8) present the NEPS Continuum of Support as follows:



3.3 Provision of Supplementary Teaching

A three – step process to support pupils with Additional Educational Needs

Step 1: Identify Needs

- Identification: Using the Continuum of Support Framework, GETNS identifies pupils' educational needs, to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties.
  Table 1: from the 2017 Guidelines. Identification of Educational Needs through the Continuum of Support Process.

Table 1: Identification of Educational Needs through the Continuum of Support Process	
Classroom Support	The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class. A classroom support plan is developed and / or adjusted over time for those pupils who do not respond appropriately to the differentiated programme. This is informed by: • Parental consultation • Teacher observation records • Teacher-designed measures /assessments • Basic needs checklist * • Learning environment checklist* • Pupil consultation - My Thoughts About School Checklist • Literacy and numeracy tests • Screening tests of language skills A Classroom Support plan runs for an agreed period of time and is subject toreview.
School Support	At this level a Support Plan is devised and informed by: • Teacher observation records • Teacher-designed measures / assessments • Parent and pupil interviews • Learning environment checklist • Diagnostic assessments in literacy/numeracy • Formal observation of behaviour including ABC charts, frequency measures • Functional assessment as appropriate, including screening measure for social, emotional and behavioural difficulties A support plan at this level may detail suitable teaching approaches includingteam-teaching, small group or individual tuition. A School Support Plan operates for an agreed period of time and is subject to review.

School SupportPlus	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 • Functional assessment • Results of standardised testing such as measures of cognitive ability; social, emotional and behavioural functioning; adaptive functioning etc. Data generated from this process are then used to plan an appropriate intervention and can serve as a baseline against which to map progress. A support plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation.

- Planning:

  A **Student Support File** has been developed by GETNS to plan interventions and to track a pupil's pathway through the Continuum of Support over the pupil's time in the school. It facilitates teachers to document progress and needs over time and assists teachers in providing an appropriate level of support to pupils, in line with their level of need over time.

  Within the Student Support File will be the **Student Support Plan**:

  A **Student Support Plan** will address a pupil's full range of needs and will be devised between the class teacher, AET teacher, Parents/Guardians and ANA (if applicable). Teachers may meet parents, psychologists and ANAs to discuss the child's progress throughout the school year.

  Support plans should set out the agreed targets, the resources required, the strategies for implementation and a time – frame for review.

  The class teacher has the responsibility of ensuring the pupil's learning needs are met. This is achieved through collaboration with the AET team, through in-class support as well as out of class support.
  Following a period of intervention and review of progress, a decision is made as to the appropriate level of support required by the pupil. This may result in a decision to discontinue support, to continue the same level of support, or move to a higher or lower level of support. (See Appendix 1 for Student Support File/Plan Template, Appendix 4 PPP Template, Appendix 5 Behaviour Plan Template.)

  {Many different types of support plans can be included in the Support File. A support plan can take the form of a general plan for support, a behavioural plan, an individual profile and learning programme, an individual educational plan or a personalised pupil plan}

- AEN Register: A list of pupils who are in receipt of interventions through the Continuum of Support Framework is maintained. (See Appendix 2 for Template)

Step 2: Meeting Needs:

- This step focuses on the importance of **effective teaching and learning strategies** and the benefits of early-intervention and prevention programmes.
  - ✓ Mainstream class teachers have first – line responsibility for the education of all pupils in their classes. Accordingly, teachers may need to adapt their teaching approaches for some pupils with additional learning needs. All class teachers will implement teaching approaches and methodologies that facilitate the meaningful inclusion of pupils with AEN. These include cooperative teaching and learning within mainstream classrooms, collaborative problem-solving activities, heterogeneous group work, differentiation, interventions to promote social and emotional competence, embedding ICT in teaching, learning and assessment.
  - ✓ AET teachers are 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 interventions and small group or individual support. Interventions should be based on careful identification of strengths and needs including multi – disciplinary assessment when necessary.

- **Target Setting**: Good target- setting is central to effective teaching and learning for pupils with AEN. Targets are informed by priority learning needs and linked to suitable interventions. (See Appendix 3 on Target Setting)

Step 3: Monitor and Record Progress

- Monitor Progress: Pupils' progress is regularly monitored. Progress is informed by effective measurement of baseline performance, including the use of criterion- referenced tests and other methods of assessment (for example, teacher-designed tests, checklists, samples of work, observation) that allow pupils to demonstrate their progress. This progress review may include measures of communication, independence, social inclusion and well-being as appropriate.
- Record Progress: Results of such monitoring will be recorded in the student support file/plan and will inform planning and next steps.

3.4 Screening and Diagnostic Assessment:

- Class Teachers will carry out initial screening tests and standardised assessments. The Additional Educational Needs Teacher (AET) will discuss each class's recorded results with the Class Teacher and carry out further screening tests and / or diagnostic assessments where it is deemed necessary. The results of these tests will inform the selection process.
- Parental permissions for school-based tests / individual assessments are sought when the child enrols in GETNS.

4. Roles and Responsibilities

4.1 Board of Management

The Board of Management has an important role in developing, supporting and monitoring school policy on Additional Educational Needs/Inclusion. The Board of Management should:

- Oversee the development, implementation and review of the AEN policy
- Ensure that adequate classroom accommodation, teaching resources are provided for the AEN team.
- Ensure a secure facility for storage of records relating to pupils.

4.2 Principal

The Principal teacher has overall responsibility for the schools AEN program and for the provision of services for children with Additional Educational Needs.

The Principal will:

- Help teachers/ANAs to increase their knowledge and skills in the area of Additional Educational Needs teaching by encouraging them and providing opportunities for them to avail of relevant professional development.
- Meet regularly with the AEN Coordinator/ Additional Education Teacher (AET) team.
- In conjunction with the AEN Coordinator, the principal will liaise with outside agencies on AEN related matters.
- Review/monitor and apply for additional teaching and learning resources for AEN children, e.g., Assistive Technology.
- Review applications to outside Agencies for Additional Educational Needs support.
- Oversee the implementation of a whole-school assessment and screening programme to identify pupils with low achievement so that such pupils can be provided with the support that they need.
- Oversee AEN related policies and procedures.
- Be responsible for the allocation of AET/ANA positions and class allocation within the AET Department.

4.3 AEN Co-ordinator

The AEN Co-ordinator:

- Works on the development of the school plan for Additional Educational Needs.
- Oversees the implementation of a whole-school assessment and screening program to identify pupils with very low achievement and/or learning difficulties so that these pupils can be provided with the support they need. (See Assessment Policy)
- Collaborates with Principal, AET Team, Class Teachers, ANAs, External Agencies and parents/guardians of AEN children.
- Keeps AEN Teachers/Class Teachers/ANAs and parents informed about relevant external assessment and Additional Needs services that are available.
- Maintains a list of pupils who are receiving AEN support.
- Helps to coordinate the caseloads / work schedules of the AET Team.

- Liaises with external agencies such as Psychologists/Family Doctors/Speech and Language therapists/NEPS/SENO to arrange assessments and special provisions for pupils with Special Needs.
- Collaborates with AET Team/Class teachers in the identification, screening and referral procedures.
- Maintains records and disseminates information to relevant school personnel.
- Orders, purchases, distributes, and informs staff on class screening materials and procedures. (See Assessment policy)
- Ensures that all documentation relating to children who receive Special Education Teaching is properly filed and secured.

4.4 The Class Teacher

The class teacher has primary responsibility for the progress of all the pupils in their class including those receiving Additional Education Teaching. The class teacher:

- Liaises regularly with parents on children's progress.
- Facilitates the implementation of various models of support provided by the AET Team.
- Liaises initially with parents to make them aware of the difficulties their child may be experiencing.
- In conjunction with the AET Team, uses class observations, standardised and diagnostic test results to highlight children's specific required level of support.
- Collaborates with the AET Team/teacher/ANA on a Student Support File for children with access to AET support.
- In conjunction with the AET Teachers/ANA/parents creates and updates Student Support File and attends Student Support File Meetings.
- Meets with the AET Team/Teacher on a regular basis to monitor progress and adapt the learning program as necessary.
- Collaborates with the AET Teachers/ ANA/ Parents in the development of Personal Pupil Plans for pupils with Additional l Educational Needs.
- Liaises with outside agencies (Psychologists/Occupational Therapists/Speech and Language Therapists) on providing support and input on the teaching of children with Additional Educational Needs.
- Team teaches with the AET team, rotating learning stations to ensure a knowledge of all progress of all pupils.

4.5 Additional Education Teacher

The role of the AET Teacher includes:

- Maintaining a file for each child with AEN containing, as appropriate: psychological reports, reports by other agent, diagnostic tests and work samples.
- Developing a Student Support File with the class teacher to address the needs of children with additional needs.
- Maintaining relevant progress reports on children/groups of children in receipt of Support Teaching.
- In conjunction with the class teacher, implementing various in-class models of support.

- Withdraw children individually or in small groups, groups will be kept to a maximum of four to enable effective support.
- In collaboration with the class teacher, gathering information/data on children to create a profile of children experiencing difficulties. (See Continuum of Support)
- In consultation with the class teacher, administering relevant diagnostic tests to children who have been identified by the class teacher as experiencing difficulties.
- Collaborates with the Class Teacher/ ANA/ Parents in the development of Personal Pupil Plans for pupils with Additional Educational Needs.
- Liaising with outside agencies (Psychologists/Occupational Therapists/Speech and Language Therapists) on providing support and input on the teaching of children with Additional Educational Needs.
- Setting specific targets for specific children and/or groups of children and agreeing these with the class teacher and parents.

4.6 Additional Needs Assistant ANA

The role of the Additional Needs Assistant (ANA) is to provide schools with additional support in assisting children with Additional Educational Needs who also have additional and significant care needs (Circular 07/02, Circular 0030/2014). Applications for ANA are based on recommendations from the professional who assessed the child and who diagnosed the child's Additional educational needs. The Special Educational Needs Officer (SENO) is responsible for ANA allocation.

The role of the ANA includes;

- Preparation and tidying up of classrooms in which the pupils with Additional Educational Needs is/are being taught.
- Assisting children to board and alight from school transport.
- Special assistance as necessary for pupils with particular difficulties e.g. helping physically disabled pupils with typing/writing, including assistance with assistive technology where applicable.
- Assistance with clothing, feeding, toileting and general hygiene.
- Assisting on out of school visits, walks and similar activities.
- Assisting the teachers in the supervision of pupils with Additional Educational Needs during assembly/recreational, dispersal periods and transitions.
- Accompanying individuals or small groups who may have to be withdrawn temporarily from the classroom.
- Attend and provide input into Student Support File meetings regarding specific child/children with whom they are assigned to.
- Assistance with the development of Personal Pupil Plans for pupils with Additional Educational Needs, with a particular focus on developing a care plan to meet the care needs of the pupil concerned and the review of such plans. (PPP, See Appendix 4)
- Liaise regularly with the class teacher/s who teach the specific children with whom they are assigned to.

4.7 Parents/Guardians

The role of the parent/guardian of a child with Additional Educational Needs is important to their education. Specifically, parents contribute through;

- Regular communication with the Class Teacher and AEN Teacher.
- Creating a home environment where literacy/numeracy can thrive
- Fostering positive attitudes about school and learning in the child
- Attending Student Support File and Parent Teacher Meetings and providing input/feedback to Class Teacher/AEN Teacher/ANA.
- Collaborating with AEN/Class Teacher and ANA in implementing a Student Support File and helping to establish specific goals and targets for their child at home and school.
- Sharing insights and feedback on their child's development and learning difficulties. This information is obtained through school enrolment form information and consultation with parents.
- Collaborating in the generating of pupil profiles.

4.8 The Role of the Pupil

In recognition of the child-centred nature of the school's ethos, we recognise the importance of the child's own role in the provision of Additional Education Support.

A child-centred approach will enable the AEN team to work with the child to:

- Help the child to understand their own learning.
- Take ownership of their own learning – making it real and memorable.
- Recognise their own needs and strengths.
- Take on a responsibility for their achievements and work hard to succeed.
- Work together from a shared understanding of the difficulties the child is experiencing.
- Set clear realistic and achievable goals so that the child experiences a sense of achievement.

4.9 The Role of External Agencies and Bodies

Support and guidance is available to teachers from external professionals such as NEPS Psychologists, Special Education Needs Organisers (SENO), the NCSE Support Service, the Inspectorate, and allied health professionals.

The school has established procedures for liaising with these services and bodies to optimise the quality of provision for pupils with special educational needs at the individual, group or whole-school level.

The needs of many pupils' span both health and education services. Health services (HSE and HSE-funded services) will continue to play an important role in early identification, assessment and diagnosis, intervention, and review for pupils with special educational needs. The school is familiar with the range of health services in our locality, including referral pathways. The school will endeavour to incorporate relevant recommendations from health professionals in developing support plans at each level of the Continuum of Support.

(2017 Guidelines: p. 25).

5. Enrolment of children with identified AEN

In keeping with Section 2 of the EPSEN Act (2004), an AEN child is welcomed to the school and educated in an inclusive environment with children who do not have AEN where this serves the best interests of all 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:

- obtaining copies of reports, assessments, etc. from parents
- meeting with parents/principal/class teacher/special needs staff
- contacting the SENO, NEPS psychologist or other therapists or agencies where applicable

In determining whether the pupil should receive support at the Classroom support, school support or school support plus level the above (meetings, reports, standardised test etc) as well as further testing by class teacher and AEN teachers will inform the decision of what level of the support continuum to place a newly enrolled child at.

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 and staff visits to special schools/special units. 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.

6. Prevention Strategies/Models of Support

Within the school there are a number of successful prevention strategies/models of support in operation. The school will implement various models of support in order to assist in the prevention of various learning difficulties.

The table below outlines the models of support prioritised in our school. Appropriate interventions will be based on need.

Class	**Model Of Support**
Junior and Senior Infants	○ Differentiation ○ Universal Design for Learning ○ Aistear ○ Station Teaching ○ First Steps Writing Strategies ○ In class support (Literacy/Numeracy) ○ Power Hour (Term 3 Senior Infants) ○ Withdrawal if necessary
1st and 2nd Classes	○ Differentiation ○ Universal Design for Learning

	○ Aistear ○ Station Teaching ○ First Steps Writing Strategies ○ Fluency Oriented Reading Instruction. ○ In class support (Literacy/Numeracy) ○ Power Hour Literacy (1 Term per year) ○ Spelling For me programme (2nd class) ○ Withdrawal if necessary
3rd and 4th Classes	○ Differentiation ○ Universal Design for Learning ○ Station Teaching ○ First Steps Writing Strategies ○ In class support (Literacy/Numeracy) ○ Words Their Way spelling intervention ○ Friends for Life ○ Withdrawal if necessary
5th and 6th Classes	○ Differentiation ○ Universal Design for Learning ○ Station Teaching ○ First Steps Writing Strategies ○ In class support (Literacy/Numeracy) ○ Transition to Post Primary ○ Withdrawal if necessary

7. Inclusive Practice

- All children get the chance to participate in all curricular areas, differentiating by task, questioning, outcome, extension.
- Inclusion of children from our classes for children with ASD, which is called the Assisted Learning Class (ALC), into age – appropriate mainstream. We value meaningful inclusion. We endeavour to include all pupils where possible and where mutually beneficial. Such inclusion is a graduated process beginning with inclusion for lunch breaks and then arts subjects and academic subjects, or in a subject area a child has a particular strength in. Time spent included in the mainstream class increases as appropriate. This process requires regular consultation between the ALC teacher, class teacher and parents/guardians.
- 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 may be operated according to needs arising. Children from the ALC or those receiving AET support may have a buddy where it is mutually beneficial for both children. Shared activities may include reading, indoor and outdoor games, 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 along with our Learn Together Programme supports inclusive practice, raising awareness and understanding around areas such as friendship, assertiveness and bullying.
- Whole class drama and Circle Time are used to develop social skills and encourage integration and inclusion of all pupils.
- Yard Breaks.
  All Pupils are entitled to their breaks and playtimes. Pupils with additional needs are supported in the following ways:
  ANA's and Teachers on yard duty supervise diligently, dealing with, recording and reporting any incidents that occur. PECs picture cards and other visual prompts are used by ANA's to manage particular behaviours. Staff will be aware of different behaviour plans and targets that are relevant to a child's yard time if necessary.

8. Positive Handling

There are many times when physical contact is used in our school, such as high fiving a child in affirmation, administering first aid and meeting intimate care needs. Our duty of care to others means that it may on occasion also be necessary to use physical contact to restrain a child who is putting themselves or another person at risk. The following examples, which are not exhaustive, outline the circumstances where physical contact may be used in the school:

- physically interposing between pupils
- blocking a pupil's path
- holding
- leading a pupil by the hand or arm
- shepherding a pupil away by placing a hand in the centre of their back
- in extreme cases using more restrictive holds.

The following principles are followed by staff who find themselves in a situation where they feel a restrictive physical intervention is necessary. Action by staff will:

- be in best interests of the child
- use maximum care, minimum force
- be reasonable, proportionate, and necessary
- be for reasons of safety

Positive handling may be part of an agreed plan with parents and the pupil where appropriate. If this is the case plans will be viewed regularly with a view to reducing the need for intervention. Some staff have had training in PETMA (Professional Ethical Therapeutic Management of Aggression).

9. Transfer to Post Primary

The school uses the NCCA developed suite of materials to support the reporting and transfer of pupil information from primary to post-primary schools. The materials are presented under the umbrella title of Education Passport and include:

- 6th Class Report Card
- My Profile Sheet (for children)
- My Child's Profile (for parents)
- A Special Educational Needs Summary Form is included to support the sharing of information for children with identified learning needs.

10. Collaboration and Communication

We have devised the following Timetable to facilitate collaboration between all those involved in a child's education.

	Overview of the Year
September	○ AEN team updating AEN Register and devising timetables ○ AEN Teachers meeting with relevant class teachers/ANA's ○ AEN team and Principal meet with NEPS psychologist ○ ALC Teachers liaising with class teachers re inclusion plan ○ Diagnostic testing
Sept - Oct	○ School Support Plans devised (Staff, Parents/Guardians) liaison with outside agencies if relevant.
November	○ Parent Teacher Meetings with Class Teachers, relevant AET team member may join some of these meetings where relevant.
February/March	○ School Support Plan Reviews ○ MIST (Middle Infant Screening Test) assessment Senior Infants ○ NRIT (Non Readers Intelligence Test) 2nd and 5th classes
May	○ Standardised Testing (1st to 6th classes inclusive)
May/June	○ AEN Team and Class Teachers liaising to look at test results, review school support plans, communicate with parents before end of year reports if necessary ○ AEN Co Ordinator updating AEN Register ○ Transition to secondary passport/communication with secondary school. ○ Meeting with pupils/ parents of any incoming JI with additional needs ahead of next academic year.
Monthly	○ AEN Team meeting with Principal.

11. Record Keeping

Files for each child with AEN containing, as appropriate; psychological reports, reports by other agents (S&L etc.), Student Support Files and reviews, diagnostic tests and work samples are stored in a locked filing cabinet. The AET teacher working with a child is responsible for updating the child's file and the class teacher will contribute to this. While records are secure to ensure confidentiality, they can be made available to relevant parties, Class teacher, SENO, psychologist, inspector or parents, on a need-to-know basis, via a member of the AET team. In the case of personnel shared among a cluster of schools the individual AET 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 according to the school's record retention schedule.

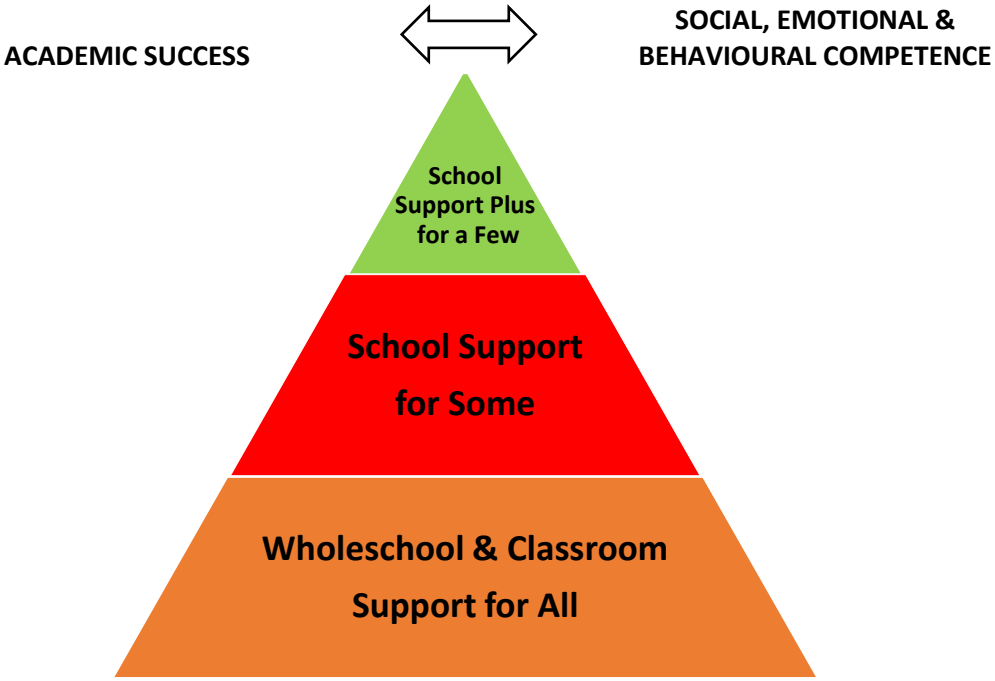
12 . Monitoring and Reviewing this Policy

The AEN Coordinator has responsibility for monitoring and reviewing this AEN Policy. It is an ongoing and developmental process.

Appendix 1 Student Support File /Student Support Plan Template

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

A Continuum of Support



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

Support Checklist		
Name:	**Age:**	**Class:**
General Information	**Date Checked**	**Comments**
1. Parents/ Guardians Consulted		
2. Information from previous school/preschool 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?		

STUDENT SUPPORT PLAN

Classroom Support
School Support
School Support Plus

Student's name		Age	
Lead teacher		Class/year	
Start date of plan			
Review date of plan			

Summary of Educational Needs
Summary of Information Available and Present Level of Educational Performance

Strengths	Needs
•	

Priority learning and behaviour needs

Learning Targets	Teaching Strategies	Resources	Date Achieved

Staff involved:	
Signature of parent(s)/ guardian(s)	
Signature of teacher	

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 – *what, how, who, when?*		
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

Appendix 2 AEN Register Template

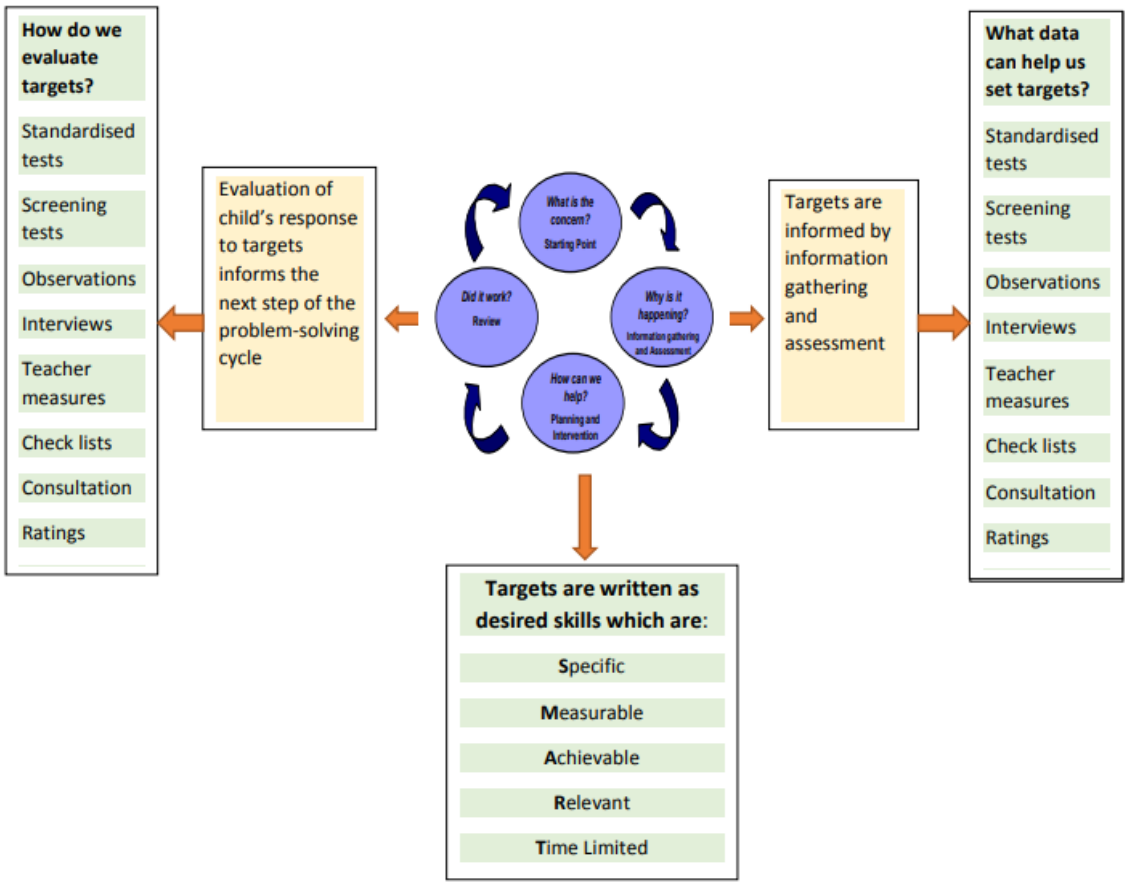
AEN Register Senior Infants Blue 2021-2022

School Support Plus					
Pupil	**DOB**	**Description of AEN**	**Focus of Support**	**Type of Support**	**Other Information**

School Support					
Pupil	**DOB**	**Description of AEN**	**Focus of Support**	**Type of Support**	**Other Information**

Classroom Support					
Pupil	**DOB**	**Description of AEN**	**Focus of Support**	**Type of Support**	**Other Information**

Appendix 3 Target – setting as part of the problem-solving framework. From pg 28 2017 Guidelines



Appendix 4 PPP Template

Personal Pupil Plan 2020-2021

Name:	Date of Birth:
Class:	Class Teacher:
Support Teacher:	ANA:
AEN Category:	

Pupil's Identified Care Needs:
Primary Care needs ANA tasks
Secondary Care Associated tasks (ANA Tasks)

Description of how ANA will be deployed to assist pupil
How dependence on ANA support will be actively reduced, and where appropriately eliminated over time
Time-bound targets for the development of independence skills
Other relevant information
Date PPP Created
Created by
Review

Appendix 5 Behaviour Plan Template

Solution Focused Behaviour Plan

Child:	**Date:**	**Developed by**:

Strengths
Behaviours of Concern
Behaviours we would like to see
Strategies and Supports in Place
Consequences for Negative Behaviours